



Apprentissage Illimité
aha Learning

CATALOGUE



aha-learning.ca





FRENCH LITERACY

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THE **PAUL ET SUZANNE** COLLECTION

The *Paul et Suzanne* collection teaches French-language oral and reading skills to children ages 3 to 8.



**PAUL
AND SUZANNE**
are curious and
endearing characters
who help students
have fun learning
French.

The *Paul et Suzanne* collection includes:

- The *Paul et Suzanne, un modèle de francisation* kit
- Literacy books
- eAudiobooks



PAUL ET SUZANNE : UN MODÈLE DE FRANCISATION **KIT**

Learn French through play,
accompanied by **two creative
and resourceful young
characters: a winning
combination!**

- Early childhood
- Kindergarten to Grade 2, French first- and second-language students
- ILSS (linguistic, school, and social integration program) reception classes



A dynamic
and interactive
approach to learning
**THROUGH
PLAY!**

Each big storybook
features a general theme
and ten vocabulary
categories:

- Parts of the Body
- Clothing
- Body Movements
- Food and Nutrition
- The Family
- The Weather
- Colours
- Feelings
- Spatial Orientation
- Times of Day

- **20 big books**, containing 10 stories each.
Each sentence is supported by an illustration.
- **1 new Teacher's Guide** with a treasure trove of
literacy activities, songs and games
- **20 songs** to accompany each book
- **16 video capsules**
- **24 "Amuse-toi bien" games** with tutorial
- **20 comic book pages** to involve families in
student's learning
- **5 puppets** to create your own stories



LE PETIT MONDE DE **PAUL ET SUZANNE** LITERACY BOOKS

Enhance students' literacy skills with these fun and engaging stories.

- **SERIES 1: EARLY READER / LECTEUR EN ÉVEIL**
- **SERIES 2: EMERGING READER / LECTEUR EN ÉMERGENCE**
- **SERIES 3: BEGINNER READER / LECTEUR DÉBUTANT**
- **SERIES 4: DEVELOPING READER / LECTEUR EN DÉVELOPPEMENT**



Available in boxes of 10
or sets of 30



Suzanne va à la pêche.

4



Suzanne attrape une sandale.

5



PAUL ET SUZANNE eAUDIOBOOKS

Students listen as they read the *Paul et Suzanne* stories.

- **SERIES 1: EARLY READER / LECTEUR EN ÉVEIL**
- **SERIES 2: EMERGING READER / LECTEUR EN ÉMERGENCE**
- **SERIES 3: BEGINNER READER / LECTEUR DÉBUTANT**
- **SERIES 4: DEVELOPING READER / LECTEUR EN DÉVELOPPEMENT**



The eAudiobooks are available individually or in sets of 10.





PAUL ET SUZANNE ET LEURS AMIS

Paul and Suzanne are back... with their friends!

A brand-new large book and guide that explores living together in diversity: language, culture, physical ability, neurodivergence.

- Large format book
- Teacher's guide

GUIDE PÉDAGOGIQUE



AUTRICES : NATASHA GARAND ET JANINE TOUGAS • ILLUSTRATIONS : DENIS SAVOIE

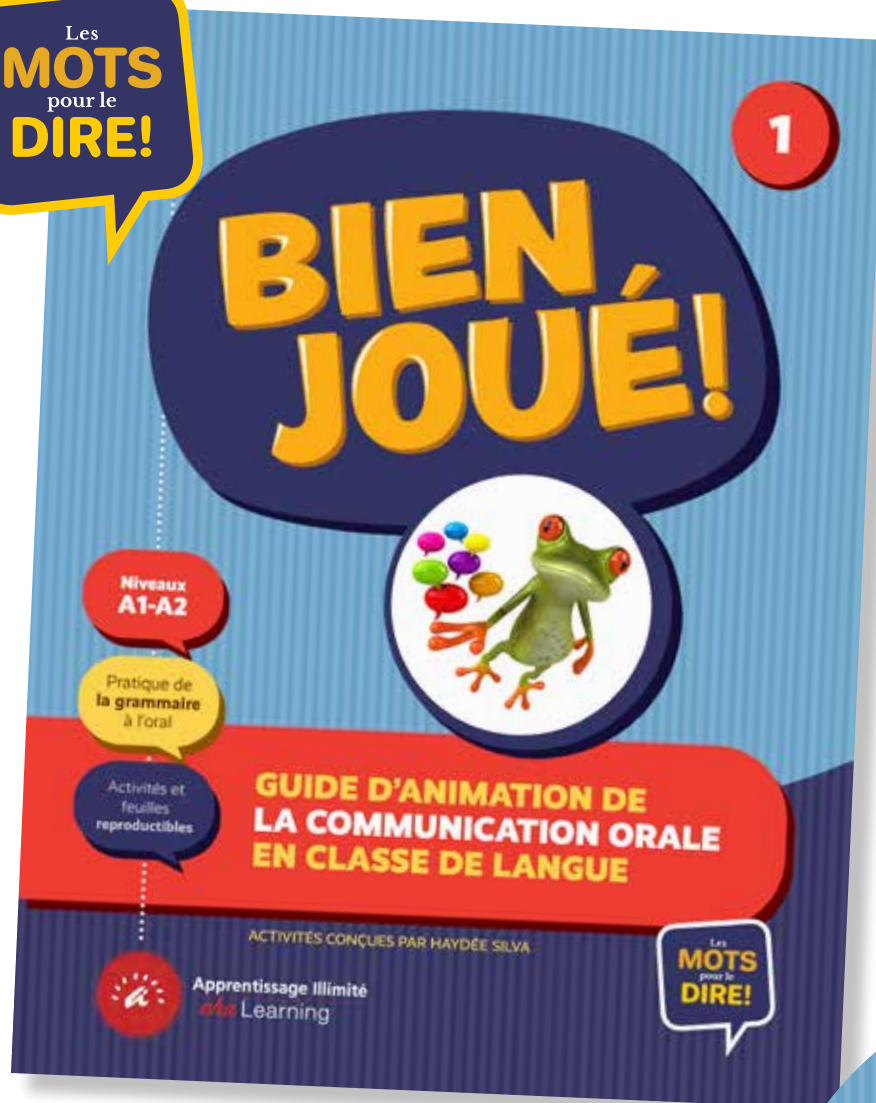
Paul et Suzanne et leurs amis



Janine Tougas keeps the hearts of Paul and Suzanne beating by collaborating with Natasha Garant, who draws on her experience as a school psychologist.



Les
MOTS
pour le
DIRE!



BIEN JOUÉ!

for promoting oral
communication in
the classroom

140 pages of practical ideas,
strategies, models and
teaching tips

- CEFRL* levels A1-A2 (beginner)
- Activities for **teen and adult** learners
- Oral grammar
- e-book available

A
**TREASURE
TROVE OF
INFORMATION**
AND
ORIGINAL IDEAS
THAT CAN BE APPLIED
AND ADAPTED TO
ANY LEARNING
SITUATION!

Guide developed by
Haydée Silva,
professor at UNAM
(Universidad Nacional
Autónoma de México)
specializing in language
teaching and play-based
learning, in collaboration
with the Apprentissage
pedagogical team of
Natalie Labossière,
Janine Tougas and
Carole Freynet-Gagné.

through
interaction
**actively
and progressively**
**LEARN
FRENCH**
in authentic
situations
by doing
**fun
activities**

*Common European Framework
of Reference for Languages

AVAILABLE IN **FRENCH** • **ENGLISH**

BIEN JOUÉ! TEACHER'S GUIDE

Basic activity information at a glance

- Levels
- Group size
- Time
- What you need

Communication objectives

Language objectives

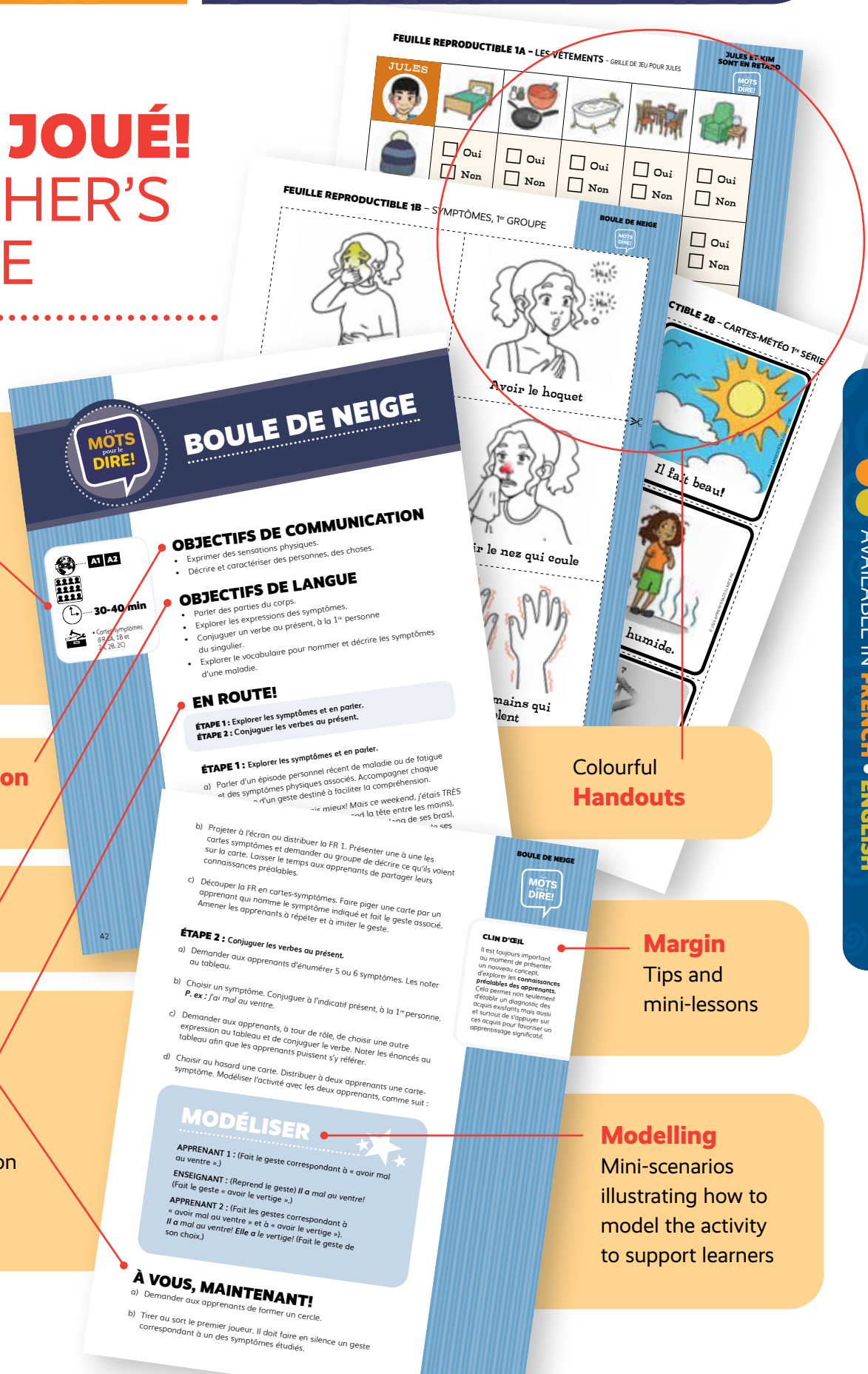
Language learning stages

- Presentation
- Getting started
- Conceptualization
- Systematization
- Reinvestment

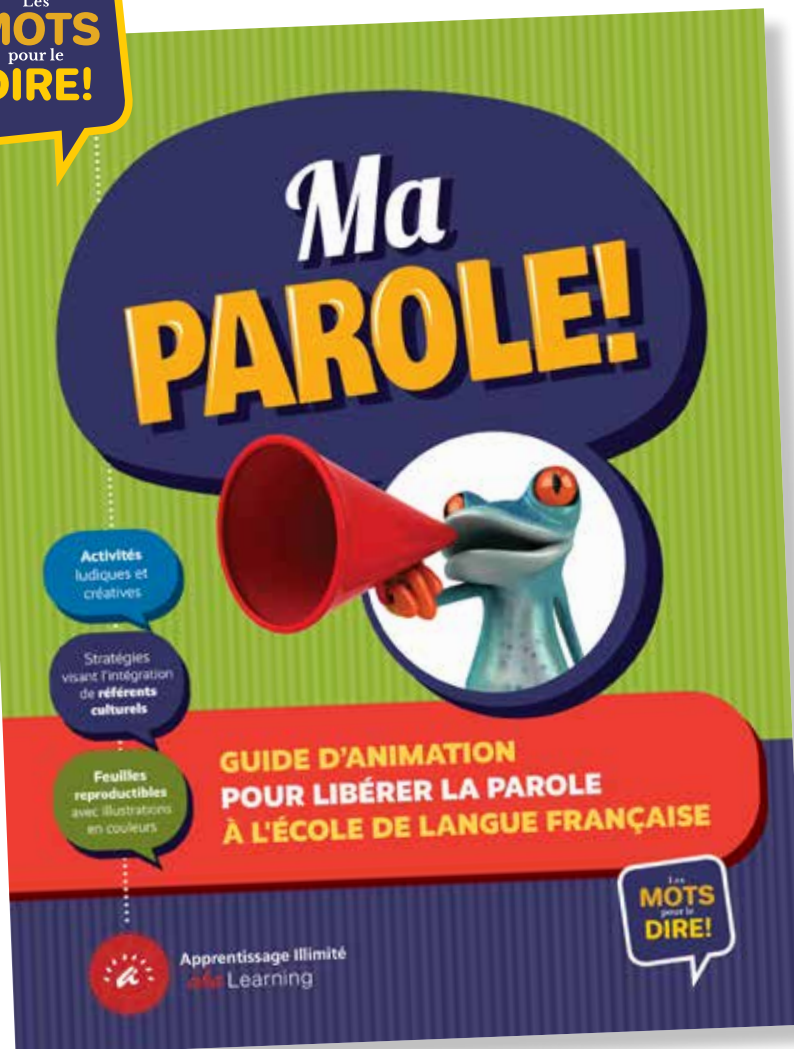
Colourful Handouts

Margin Tips and mini-lessons

Modelling Mini-scenarios illustrating how to model the activity to support learners



Les
MOTS
pour le
DIRE!



MA PAROLE! TEACHER'S GUIDE

for encouraging oral
communication in the
French-language
classroom

Promote oral communication in the French-language classroom while exploring the cultural references of a diverse and contemporary Francophonie with students.

- 200+ pages of **strategies** and **activities**
- Creates a **safe language learning environment**
- **Cultural references** from the Canadian and North American Francophonie
- **Handouts**
- For **tweens and teens**



MA PAROLE! TEACHER'S GUIDE

BASIC ACTIVITY INFORMATION AT A GLANCE

- Group size
- What you need

COMMUNICATION OBJECTIVES

LANGUAGE OBJECTIVES

ACTIVITY SEQUENCE: TWO WAYS OF NAVIGATING THE GUIDE

1 CHOOSE AN ACTIVITY SEQUENCE:

- **LET'S GO!**
Activity to engage students and activate language
- **NOW IT'S YOUR TURN**
Skill-building activity
- **TAKING IT ONE STEP FURTHER**
Activity that stimulates creative production

2 CHOOSE FROM 50 DIVERSE FUN-FILLED AND CREATIVE ACTIVITIES.

LAISSE-MOI TE DIRE
COMMENT FAIRE

FEUILLE REPRODUCTIBLE 2
QUALITÉS D'UN INSTRUCTEUR

FEUILLE REPRODUCTIBLE 1C
CARTES IMAGES - POSES SIMPLES

LAISSE-MOI TE DIRE
COMMENT FAIRE

**Ma
PAROLE!**

**LAISSE-MOI TE DIRE
COMMENT FAIRE**

OBJECTIFS DE COMMUNICATION

- Donner et suivre des instructions.

OBJECTIFS DE LANGUE

- Identifier les parties du corps et leur position.
- Utiliser des verbes d'action indiquant un mouvement : s'asseoir, avancer, baisser, croiser...
- Conjuguer des verbes à l'impératif présent.

- Papier
- Tableau
- Coméda
- FR 1A-1C : Cartes-images
- FR 2 : Qualités d'un instructeur
- FR 3 : Créer un tutoriel

EN
ROUTE!

**FAIS-MOI UN
DESSIN**

BUT DE L'ACTIVITÉ :
Les élèves donnent des directives à leur partenaire pour lui faire reproduire une image.

À VOUS
MAINTENANT!

LE MANNEQUIN

BUT DE L'ACTIVITÉ :
Les élèves donnent et suivent des instructions pour reconstituer une photo.

FAISONS
UN PAS
DE PLUS

**CRÉER UN
TUTORIEL**

BUT DE L'ACTIVITÉ :
Les élèves créent un tutoriel afin d'aider les autres à réussir une tâche.

LAISSE-MOI TE DIRE
COMMENT FAIRE

**Ma
PAROLE!**

À VOUS
MAINTENANT!

LE MANNEQUIN

INTENTION PÉDAGOGIQUE :
Formuler spontanément des instructions à l'oral; varier son vocabulaire au besoin.

BUT DE L'ACTIVITÉ :
Les élèves donnent et suivent des instructions pour reconstituer une photo.

a) Pour systématiser la conjugaison à l'impératif, animer le jeu Jacques a dit avec tout le groupe. Pour cela, diviser la classe en 2 groupes de jeu : il faut suivre toutes les consignes données par le meneur de jeu, à condition qu'elles soient précédées par « Jacques a dit ». Si cette consigne alors qu'il fallait rester immobiles ou qui se trompent de mouvement subissent une conséquence fardieuse (voir encadré dans la marge).

MODÉLISER

ENSEIGNANT : (fait le geste) Jacques a dit : « Touchez votre nez ». Tous les apprenants se touchent le nez.
ENSEIGNANT : (fait le geste) Touchez votre tête. Certains élèves se touchent la tête.

ENSEIGNANT : Ah, ah! Je n'ai pas dit « Jacques a dit ». Ceux qui se sont touché la tête, comme conséquence à votre erreur, vous devez : lever les bras et plier les jambes! (Après les bras en l'air.) Pendant un tour de jeu, les élèves qui se sont trompés doivent maintenir la pose indiquée et doivent continuer à suivre les consignes.



Colourful
HANDOUTS

MODELLING
Mini-scenarios illustrating how to model the activity to support learners

MARGIN
Tips and tricks for integrating cultural references into the classroom



VA À LA PÊCHE CARD GAMES

A fun way to learn
new vocabulary!

Game series based on the “Go Fish” concept

	FR	ENG	SP
School (ages 4 to 8)	●	●	●
Emotions (ages 4 to 8)	●	●	●
Food (ages 4 to 8)	●		●
Expressions with the verb “avoir” / “tenir” (8 à 88 ans)	●		●
Past tense with “être” (ages 8 to 88)	●		
Means of transportation and the verb “aller” / “ir” (ages 8 to 88)	●		●
Present tense with “verbes pronominaux” (reflexive verbs) (ages 8 to 88)	●		
Verbes in “IR” (ages 8 to 88)	●		
Verbes en “ER” (ages 8 to 88)	●		



Les
MOTS
pour le
DIRE!

CARD GAMES

Hundreds of activities, games and strategies for making language learning fun!

**AUTHENTIC
AND
SPONTANEOUS
COMMUNICATION
THROUGH
PLAY!**



QUEL BOULOT! GAME

- 40 characters, 40 occupations
- 10+ oral communication activities for beginner (A1) to advanced (C2) levels
- Vocabulary: occupations, physical characteristics, comparing, clothing and more

FR • ENG • SP



ATTENDS QUE JE TE RACONTE GAME

- 50+ picture cards illustrating funny situations to trigger storytelling
- 100+ expressions to include in the stories told
- 20+ activities to use with beginner (A1) to advanced (C2) levels



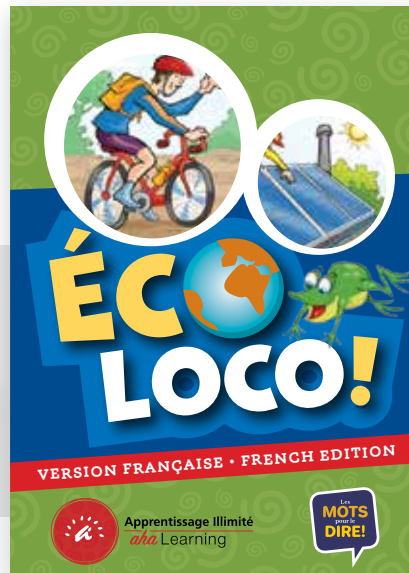
PLACE AUX VERBES! GAMES

- **Présent**
- **Passé composé**
- For beginner (A1) to advanced (C2) levels
- Encourages conjugating common verbs and building sentences, and promotes fun and spontaneous communication.

FR • ENG • SP

Les
MOTS
pour le
DIRE!

CARD GAMES

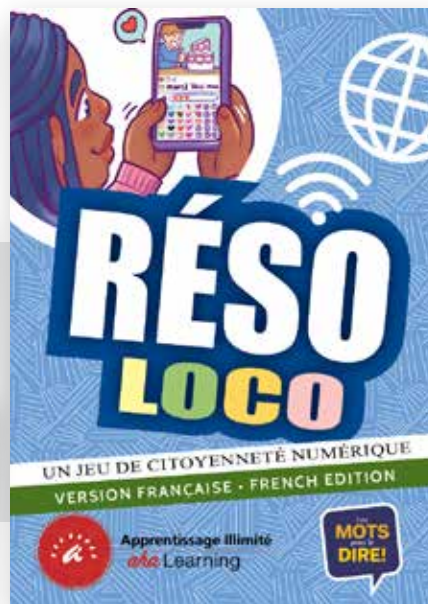


CARD GAME – ÉCOLOCO!

Oral communication activities and good environmental practices = a winning combination!

104 cards

- Good environmental practice cards
- Instructions cards



CARD GAME – RÉSOLOCO!

Oral communication activities and digital citizenship

104 cards

- Good digital citizenship practice cards
- Instructions cards



THE **LISA ET THÉO** COLLECTION

Books and teacher's guides.
Have fun while learning to speak
FRENCH, ENGLISH,
or **SPANISH!**

For teen and
adult learners.



**CEFR
Level
A1**



Lisa : Tiens mon manteau. Je me maquille avant de partir.
Théo : D'accord, je tiens ton chandail et ton manteau. Dépêche-toi!

LISA ET THÉO BOOKS

The *Lisa et Théo* collection consists of 7 books for teen and adult learners.

Each book features:

- 5 stories
- Texts in the form of read-aloud dialogues
- CEFR* levels A1, A2, B1 and B2
- Downloadable audio version available
- Teacher's guide available

**CEFR
Level
A2**



Théo : Salut, Lisa! C'est la fête dans notre classe cette semaine et je vais préparer des muffins!
Lisa : Toi, cuisiner? Mais tu n'as jamais fait de cuisine!
Théo : J'ai une recette, j'ai des ustensiles et j'ai de la détermination! Ça doit être assez simple.

**CEFR
Level
B1**



Lisa : Veux-tu me tenir la main?
Théo : Voyons donc! Je ne suis pas un bébé.
Lisa : Tu es sûr? C'est normal pour les débutants.
Théo : Bon ok!
Lisa : Allons-y!
Théo : Wô! Je patine, je patine! Tu peux me lâcher la main.
Lisa : Vas-y, Théo!

**CEFR
Level
B2**

Théo : Attends, attends. Tu te rappelles l'année dernière quand on est allés au parc d'attractions?
Lisa : Hmm...
Théo : Je t'ai généreusement laissé passer en premier.
Lisa : Ha! C'était devant la maison hantée. Tu m'as demandé de passer en premier parce que tu avais peur. Égoïste et poule mouillée. Bonne combinaison!



Théo : Lisa, bien voyons. C'était pour rire...
Lisa : Samuel, encourage Mitsou à sortir. Ça va être comique de voir son petit visage angélique apparaître sous le meuble.
Samuel : Aie! Aie! Aie!

*Common European Framework of Reference for Languages

LISA ET THÉO TEACHER'S GUIDES

Each book comes with a guide filled with classroom tips and ideas for French teachers.

**Includes
handouts!**

COMMUNICATION OBJECTIVES

LANGUAGE OBJECTIVES

ACTIVITIES

4 sections:

STORY REVIEW

Get learners to talk about the story using their oral skills.

EXPLORING THE VOCABULARY

Choose strategies to conceptualize and systematize vocabulary.

EXPRESSING MYSELF

Give learners the opportunity to express themselves using the new vocabulary.

ACTING IT OUT

Retell the stories through drama and role play.

Théo cuisine

A2

OBJECTIFS DE COMMUNICATION

- Offrir et accepter de l'aide.
- Donner et suivre de instructions.

OBJECTIFS DE LANGUE

- Poser des questions pour demander de l'aide ou pour en offrir.
- Explorer et systématiser le vocabulaire de la cuisine.
- Utiliser la structure **si + présent + futur**.
- Écrire une recette (ingrédients et marche à suivre) et la présenter.

ACTIVITÉS

RETOUR SUR L'HISTOIRE

Questions suggérées :

- Théo se prépare faire une recette. Quelle est cette recette?
- « Il y a trois cuillères à thé dans une cuillère à table. »
- La cuillère à table contient combien de ml?

An
action-oriented
approach
encourages
thinking.

The
activities
can be used
on their own
or in the
suggested
order.

J'EXPLORE LE VOCABULAIRE DEMANDER ET OFFRIR DE L'AIDE

- 1) Demandez aux apprenants d'identifier les occasions dans l'histoire :
 - Théo demande de l'aide à Lisa.
 - Lisa offre de l'aide à Théo.

Notez les phrases au tableau et faites le point sur la structure.

- Exemples :
- Lisa offre de l'aide pour faire la recette.
 - Théo croit qu'il a gâché la recette et demande de l'aide.
 - Lisa a expliqué à Théo comment réparer son erreur.

- 2) Demandez aux apprenants de penser aux activités et aux situations :
 - Dans quelles situations est-ce qu'on offre de l'aide?
 - Dans quelles situations est-ce qu'on demande de l'aide?

Faites une liste de situations au tableau. Modélisez la demande de l'aide. Éventuellement, amenez les apprenants à formuler des questions.

- Exemples :
- Situation : Je veux une boîte dans le placard. Peux-tu m'aider à prendre la boîte dans le placard?
 - Situation : Nettoyer la chambre. Peux-tu m'aider à ranger les vêtements?

- 3) Transcrivez chacune des tâches ou situations au tableau.

- 4) Choisissez un premier apprenant qui pose la question et un deuxième apprenant qui doit répondre.

Exemple d'échange :

- APPRENTISSAGE 1 : Je dois nettoyer les fenêtres.
APPRENTISSAGE 2 : Veux-tu de l'aide pour nettoyer?

A2 Théo cuisine

- 4) En se référant au vocabulaire de cuisine, les apprenants doivent suivre pour présenter une recette qu'ils connaissent.

Critères :

- Crée une liste d'ingrédients
- Inclus une marche à suivre d'au moins 4 étapes.
- Conjugue les verbes à l'impératif présent.

Invitez les apprenants à présenter leur recette au grand groupe.

JE M'EXPRIME

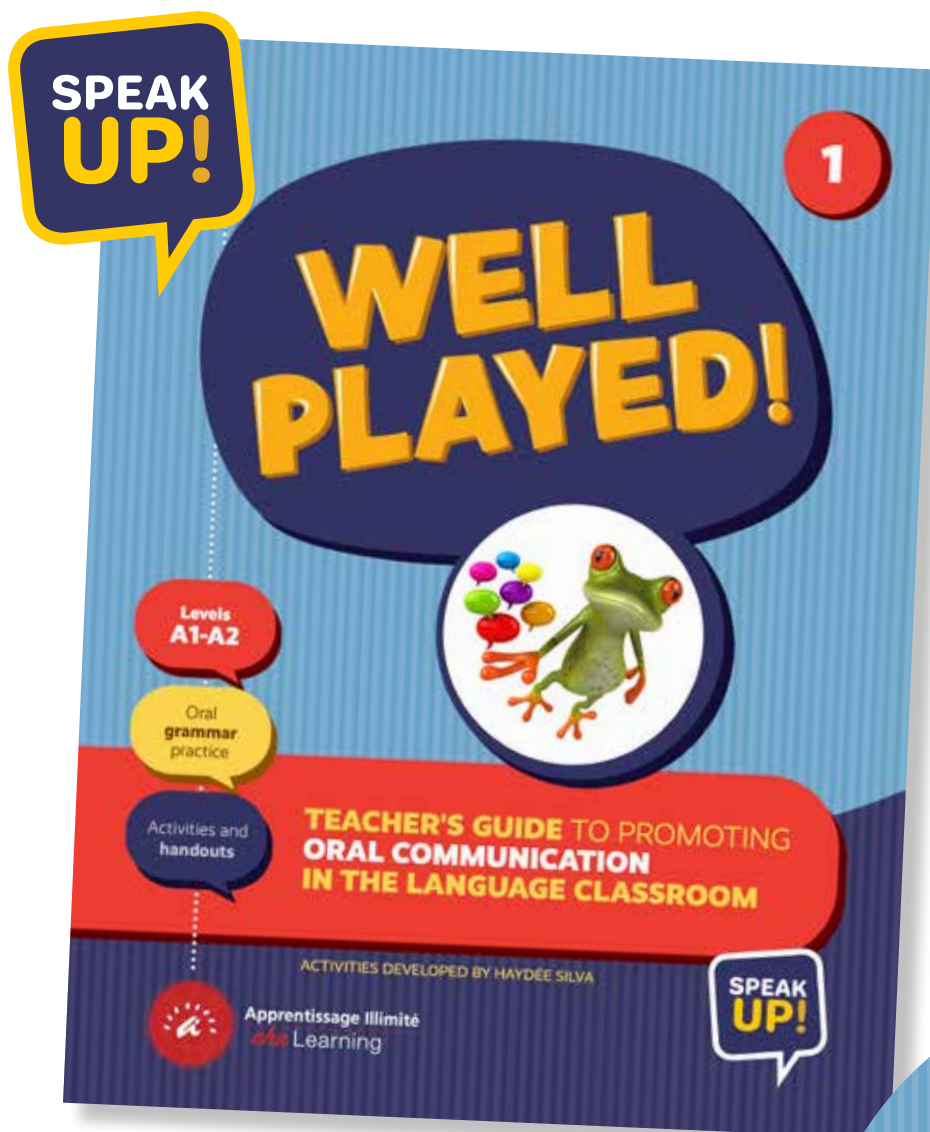
Donnez l'occasion aux apprenants de s'exprimer sur les sujets suivants, en grand groupe ou en sous-groupes.

- Aimes-tu faire de la cuisine? Qu'est-ce que tu aimes cuisiner?
- Si tu ne fais pas de cuisine lequel de tes mets préférés aimerais-tu cuisiner?
- Qui pourrait t'enseigner la cuisine?
- As-tu déjà gâché une recette? Raconte.

J'ENTRE EN SCÈNE

Réinvestissez les nouvelles compétences des apprenants dans une activité théâtrale. D'abord, formez des sous-groupes. Puis, proposez une des stratégies suivantes.

- Invitez les apprenants à jouer l'histoire sous forme de saynète.
- Avant de jouer l'histoire, proposez aux apprenants de modifier les ingrédients et les ustensiles qu'utilise Théo pour sa recette. Invitez les groupes à présenter leur dialogue à la classe.
- Proposez aux apprenants de relire l'histoire en modifiant les émotions de Théo lorsqu'il prépare sa recette. Exemple : Fâché, triste, impatient, nerveux.



WELL PLAYED!

for promoting oral
communication in
the classroom

140 pages of practical ideas,
strategies, models and
teaching tips

- CEFR^{*} levels A1-A2 (beginner)
- Activities for **teen and adult** learners
- Oral grammar
- e-book available

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**TREASURE
TROVE OF
INFORMATION
AND
ORIGINAL IDEAS**
THAT CAN BE APPLIED
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Guide developed by
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interacting
actively and
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**LEARN
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in authentic
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via fun-filled
activities

*Common European Framework
of Reference for Languages

WELL PLAYED! TEACHER'S GUIDE

Basic activity information at a glance

- Levels
- Group size
- Time
- What you need

Communication objectives

Language objectives

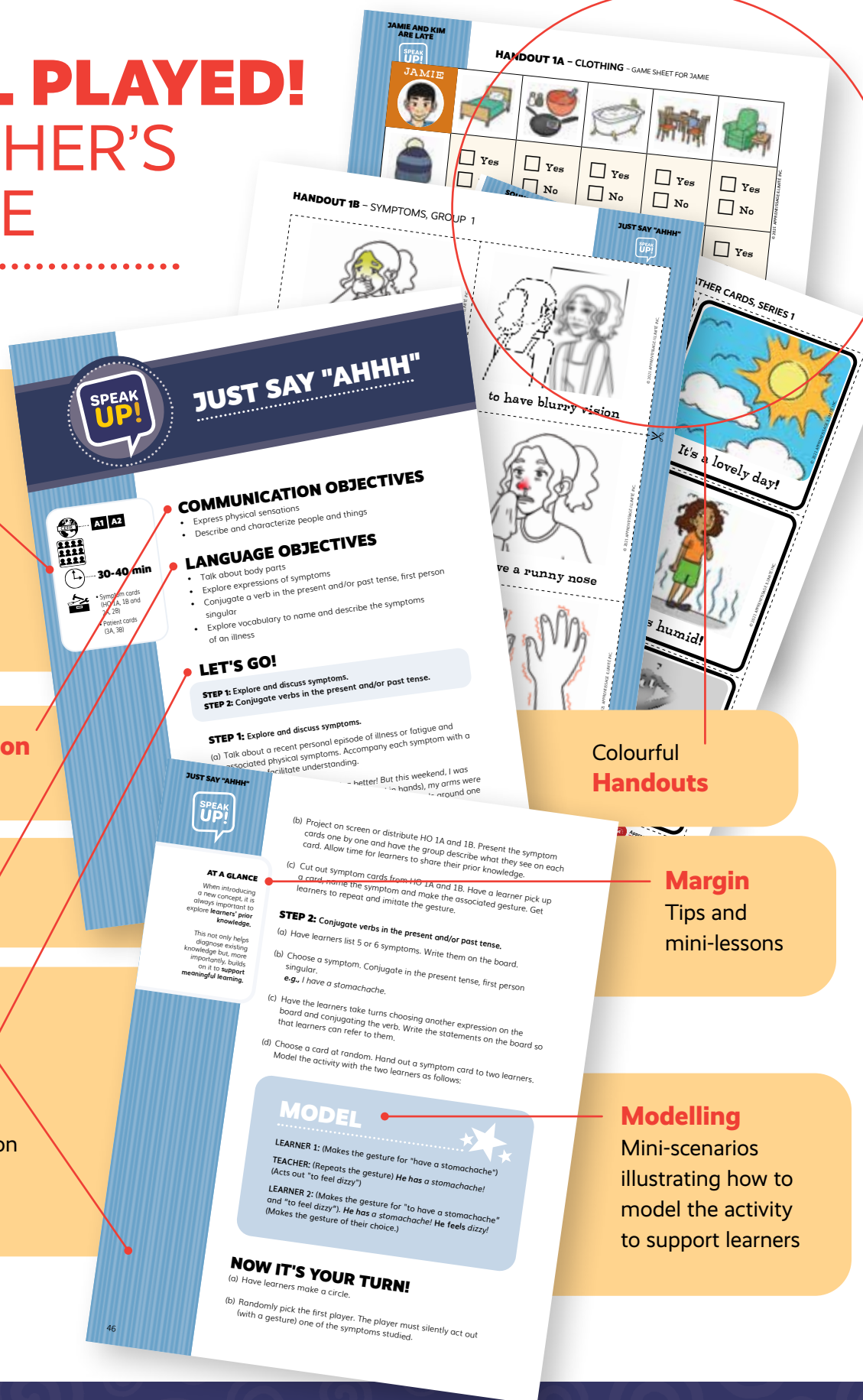
Language learning stages

- Presentation
- Getting started
- Conceptualization
- Systematization
- Reinvestment

Colourful Handouts

Margin Tips and mini-lessons

Modelling Mini-scenarios illustrating how to model the activity to support learners



SPEAK
UP!

CARD GAMES

Hundreds of activities, games and strategies for making language learning fun!

AUTHENTIC
AND
SPONTANEOUS
COMMUNICATION
THROUGH
PLAY!



WHAT A JOB! CARD GAME

- 40 characters, 40 occupations
- 10+ oral communication activities for beginner (A1) to advanced (C2) levels
- Vocabulary: occupations, physical characteristics, comparing, clothing and more

LET ME TELL YOU CARD GAME

- 50+ picture cards illustrating funny situations to trigger storytelling
- 100+ expressions to include in the stories told
- 20+ activities to use with beginner (A1) to advanced (C2) levels

SPEAK
UP!

CARD GAMES

ECOLOCO! CARD GAME

English edition

Oral communication activities and good environmental practices = a winning combination!

104 cards

- Good environmental practice cards
- Instructions cards

Learning to speak English has never been so fun... and inspiring!



FRENCH • ENGLISH



TAKE A SPLASH! CARD GAME

English edition

Have fun while practising vocabulary in English! Game series based on the "Go Fish" concept.

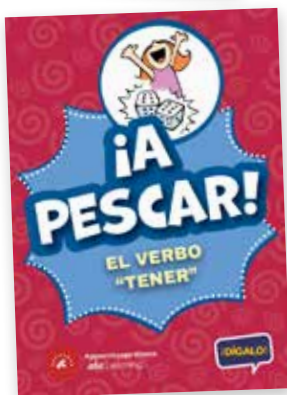
Ages 4 to 8

- School
- Emotions

FRENCH • ENGLISH • SPANISH

¡DÍGALO!

CARD GAMES



¡A PESCAR! CARD GAME

Spanish edition

A fun game for practising vocabulary in Spanish!

Game series based on the “Go Fish” concept.

- **La escuela** (School) (ages 4-8)
- **Las emociones** (Emotions) (ages 4-8)
- **Alimentos** (Food) (ages 4-8)
- **El verbo “tener”** (Verb “tener”) (ages 4-8)



¡DÍGALO!

CARD GAMES



¡MUCHO TRABAJO! CARD GAME Spanish edition

- 40 characters, 40 occupations
- 10+ Spanish oral communication activities for beginner (A1) to advanced (C2) levels
- Spanish vocabulary: occupations, physical characteristics, comparing, clothing and more

ESPERA QUE TE CUENTE CARD GAME Spanish edition

- 50+ picture cards illustrating funny situations to trigger storytelling in Spanish
- 100+ Spanish expressions to include in the stories told
- 20+ activities to use with beginner (A1) to advanced (C2) levels

¡A PESCAR! LOS MEDIOS DE TRANSPORTE CARD GAME Spanish edition

- Means of transportation and the verb "ir" in the past tense
- Game series based on the "Go Fish" concept



THE VOYAGE COLLECTION YOUTH NOVELS



Follow the adventures of four youth from St. Rita, a Métis community in Manitoba. The young protagonists journey in discovery of their inner and outer geography and history.

- Ages 11 to 17
- Available in **print**, **audio** and **e-book**



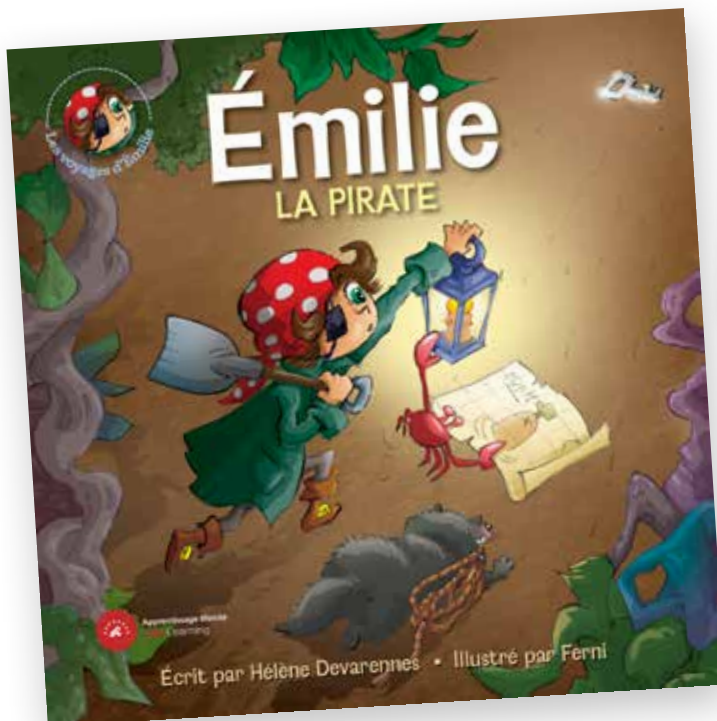
Janine Tougas brings to life deeply human issues and conveys complex concepts with creativity and compassion.

"By following the quest of Jaimie, Gabriel, Harry and Sara, I have come a long way in my own identity quest. This resource fills a great need in the Métis community ... and in our society in general."

M. LaCoste



CHILDREN'S LITERATURE



THE LES VOYAGES D'ÉMILIE SERIES

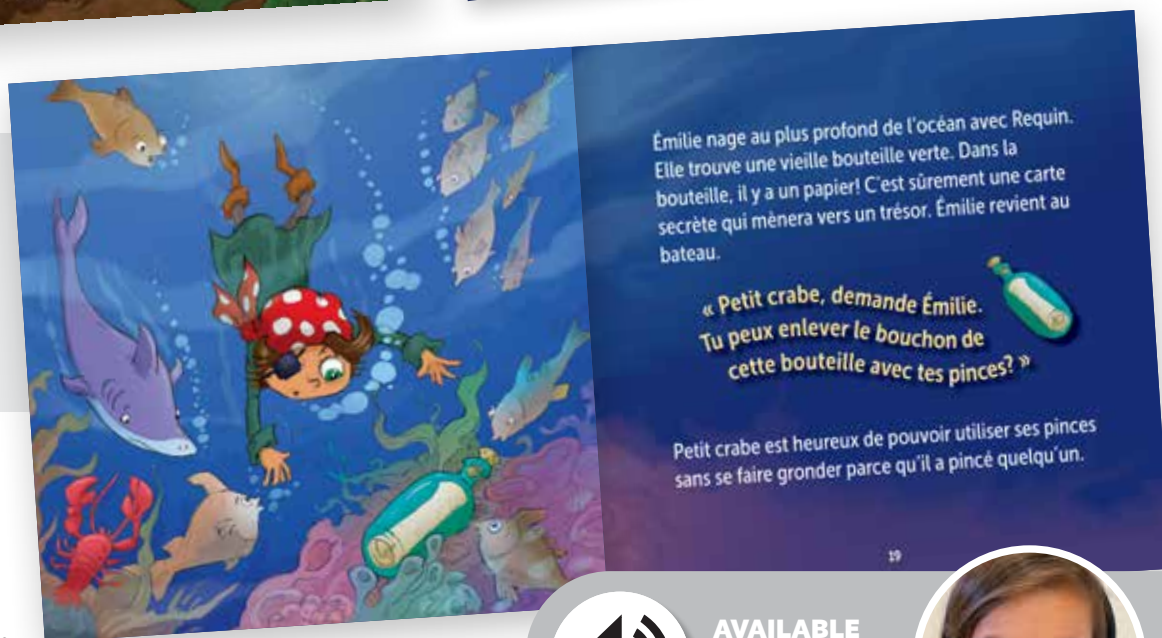
Author:
Hélène Devarennas
Illustrator: Ferni

- **Émilie la pirate**
- **Émilie la cavalière**
- **Émilie l'astronaute**

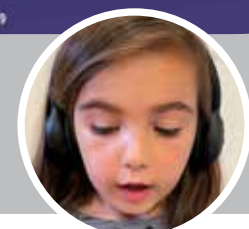
Get swept away by the vivid imagination of young Émilie, who has a knack for turning a dull moment into an adventure!



Hailing from New Brunswick, Hélène is a children's author who seeks to stimulate the imagination of young readers to help them learn more about the world around them.



**AVAILABLE
IN AUDIO
FORMAT!**





CHILDREN'S LITERATURE



Micah! Partons à l'aventure!

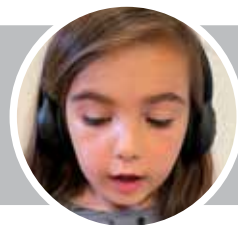
A first book by Micah Baribeau, to accompany his solo music album *Micah! Joue de la musique*.

Listen to the songs online and sing along with Micah while following the story in the book!

Micah is a Franco-Manitoban songwriter, actor, and jig dancer who specializes in music for young audiences.



**FOLLOW
ALONG WITH
THE AUDIO
VERSION!**





ENFANT DE LA PLANÈTE

A collection of “little” reading books to learn more about your community, communities in Canada and around the world.

- 20 pages
- Ages 6 to 9



PASCALE

Featuring **Pascale**, who introduces us to her family and community.

- Bonne fête, Pascale!
- Pascale va à l'école
- Pascale va à l'hôpital
- Le Carnaval du bois
- Le recyclage
- Les signes dans ma communauté
- L'école de mon arrière-grand-maman
- Pascale n'écoute pas
- Pascale au restaurant
- Pas de lumière chez Pascale



CODY

Featuring **Cody**, a young Indigenous boy who introduces us to his family, community, traditions and other Indigenous peoples of Canada.



- Les peuples autochtones du Canada
- La chasse aux bisons
- Les cadeaux des Autochtones
- Qu'est-ce que Cody a appris?
- Le bâton de la parole
- Le capteur de rêves
- Faire des échanges
- Tout le monde à l'aréna
- Je veux! Je veux!
- Les gardiens de la Terre



MAMINATA

Featuring **Maminata**, who introduces us to Mali, her country of origin, the continent of Africa, and the relations between the countries of the world.

- La géographie du Mali
- Le ziri
- L'histoire du griot
- Une journée de Maminata au Mali
- Maminata a un problème
- Le marché
- Le voyage du sel
- On célèbre les différences
- Des nouvelles importantes
- Moustafa retourne au Canada

STORIES THAT COUNT helps students make conscious and informed financial decisions as global citizens.



STORIES THAT COUNT answers children's questions:

- What is money?
- How does money circulate in my community?
- What am I going to do with the money I earn?
- What is the difference between a need and a want?
- How can a business help my community?



STORIES THAT COUNT

Financial literacy is **more** than just counting money.

The **Stories That Count** multidisciplinary toolkit promotes the development of responsible and engaged citizens.

K to 3 (ages 5 to 8)



With **STORIES THAT COUNT** and its “ready-to-teach” materials, teachers can help students learn to:

- count money
- save
- plan
- make a budget
- start a business
- spend wisely
- give back to the community



GRADE-SPECIFIC KITS AVAILABLE

STORIES THAT COUNT K-3 KIT

- 14 new stories featuring Paul, Susan, Sparky, Sandy, Maminata and Cody in big book format
- 5 copies of the 14 stories in little book format
- 4 Teacher's Guides with activity sheets and handouts
- Play money (bills and coins) and tray
- Take-home activities to do with parents
- 12 character puppets

AVAILABLE IN FRENCH • ENGLISH



STORIES THAT COUNT BOOKS

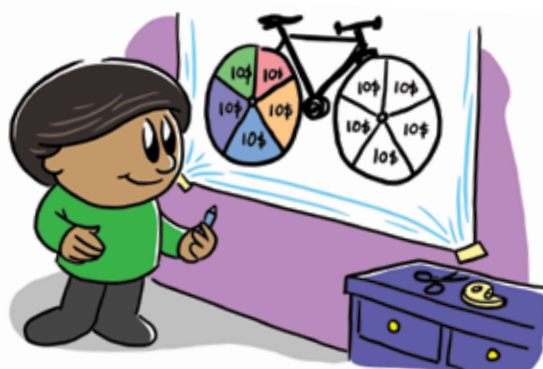
Learn through fun and inspiring stories.
Created for multidisciplinary teaching.



ACTIVITY SUGGESTIONS FOR PARENTS

THE THREE JARS

- Do what Paul and Susan did. Find three jars. Have your child write his or her name on each one and label them with "Spend," "Save" and "Share." Talk with your child about a reasonably priced item that he or she would like to buy now (**spend**). Then talk about a bigger item or project for which the child would like to **save**. Lastly, choose a person, project that he or she would like to support (**share**). Write the goal and the amount of money needed for each jar. Each time your child receives some money, help him or her divide it into three parts. Discuss the importance of each jar.



Paul draws a diagram to keep track of the money he saves to buy a bicycle.

**ACTIVITIES
FOR PARENTS
AND
CHILDREN**
in each
book

AVAILABLE IN **FRENCH** • **ENGLISH**



STORIES THAT COUNT TEACHER'S GUIDES

Teach financial literacy through Mathematics, Social Studies and French.

The activities integrate multidisciplinary objectives with practical, interactive and stimulating contexts for progressive learning.

AVAILABLE IN **FRENCH** • **ENGLISH**

LEARNING ACTIVITIES 3

STORY:
THE THREE JARS

LEVEL:
GRADE 1

CONCEPT:
Saving, spending
and sharing

STORY SUMMARY:
Susan and Paul
each receive \$50 from
their grandparents.
The children learn to
spend, save and share
more wisely.

LEVEL: GRADE 1
STORY: THE THREE JARS
CONCEPT: SAVING, SPENDING AND SHARING

KEY CONCEPTS AND COMPETENCIES INVOLVED:

- Numeracy**
 - Adding and subtracting*
 - Skip counting by 10s
- Financial literacy**
 - Saving, spending, sharing
 - Budgeting/planning
 - Value of money
- Social studies**
 - Roles and responsibilities
 - My environment
- Culture and citizenship**
 - Critical thinking
 - Collaboration
 - Sharing
- Reading and oral communication**
 - Using money and savings vocabulary and expressions

*Note: Given that the story deals with amounts greater than \$20, subtraction must be done using manipulatives with illustrations.

WHAT YOU NEED:

- The story in big-book format or the digital version projected on an interactive whiteboard
- Board and markers
- Banknotes (\$5, \$10 and \$20) from the toolkit
- Toolkit puppets
- Hundred chart and number line
- Copies of the handout

20

LEARNING ACTIVITIES 4

LEVEL: GRADE 2
STORY: HELPING
CONCEPT: HELPING

ACTIVITIES • AFTER THE STORY

Calculate the amount collected. The family members sell things to earn money. Have amounts collected.

Suggestions:

- Skip count by 5s on a hundred chart or number line
- Skip count by 5s using the \$5 bills.
- Use an "in" and "out" box, e.g.,

IN	OUT
1	5
2	10
3	15
4	20
5	25
6	30
7	35
8	40
9	45
10	50

a) Calculate: Mother and Grandmother hold a raffle for a beach chair. If one ticket costs \$5 and they sell 19 tickets, how much money do they raise?

b) Discuss: The student... How much...

HANDOUT 3

LEVEL: GRADE 1
STORY: THE THREE JARS
CONCEPT: SAVING, SPENDING AND SHARING

Find the banknotes and coins hidden in the picture. Draw what you find in one of the three jars.

Using a number line, count how much money is in each jar. Tell what you plan to do with each jar.

SAVE

SPEND

SHARE

- One guide per grade K-3.
- The guide includes an activity sheet for each story.
- The first page presents all the information to guide teachers.
- A list of curriculum links shows the concrete connections between financial literacy and the other subjects.

A handout completes the learning associated with each story and activates financial literacy concepts.

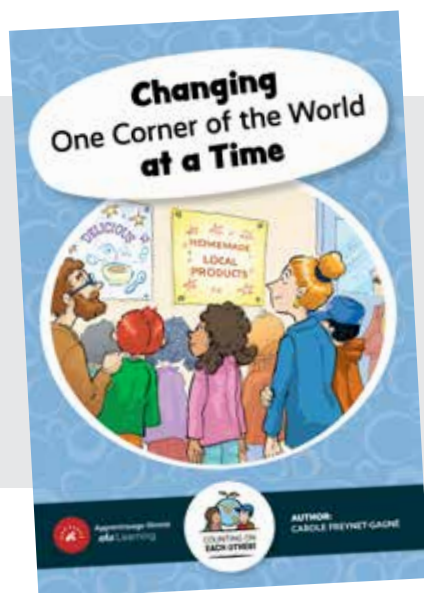


COUNTING ON EACH OTHER

FINANCIAL LITERACY

Ages 9 to 12 yrs

A collection that helps create a world where we learn to generate **personal and community wealth** while being conscious of our **environmental and cultural footprint**.



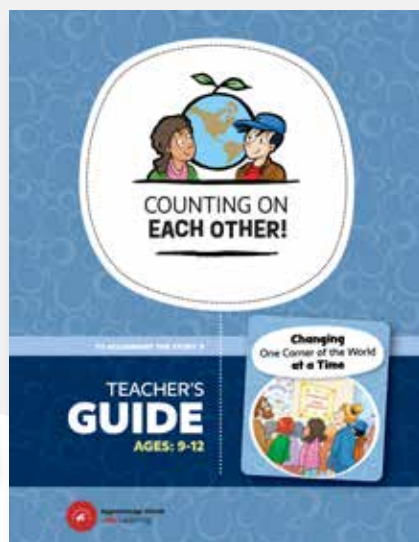
COUNTING ON EACH OTHER KIT



12 books
with audio version,
available to stream
with *aha*-thèque



12 teacher's guides,
one per book



Handouts



TEACHER'S GUIDES

- A teacher's guide accompanies each story.
- Teachers will find all the necessary planning information on the first two pages.

DECISIONS, DECISIONS...
AGES: 9-12

TOPIC
Making informed consumer choices

SYNOPSIS
Lisa has been saving her money to buy the equipment she needs to learn to skateboard. At the store, when Lisa falls in love with one of the more expensive boards, Samuel tries to show her the consequences of such a purchase on her plan. But the salesperson's flattering words appeal to Lisa's emotions. Will Lisa stick to her plan?

MORE THAN JUST COUNTING MONEY
Making money is one thing. Managing your behaviour around money is something else entirely. Lisa shows that making smart decisions starts with distinguishing between wants and needs, and understanding the consequences of her choices. Like Lisa, students learn strategies for making informed consumer choices, while becoming more aware of the emotions that can influence their spending habits.

LEARNING OBJECTIVES

- NUMERACY**
 - Add and subtract numbers up to 1,000
 - Add and subtract decimal numbers
- FINANCIAL LITERACY**
 - Make informed decisions
 - Learn about factors that can help or hinder goal achievement
 - Explore feelings associated with consumption
- SOCIAL STUDIES AND CITIZENSHIP EDUCATION**
 - Consider different perspectives in our choices and actions
- READING**
 - Create a story outline
 - Explore a classic text
- ORAL COMMUNICATION**
 - Express personal interpretation and opinions
 - Use persuasion skills to sell
- CROSS-CURRICULAR SKILLS**
 - Self-control
 - Critical thinking
 - Perseverance
 - Personal safety

WHAT YOU NEED

- Two dozen assorted and unusual items, if possible.

DECISIONS, DECISIONS...
AGES: 9-12

VOCABULARY

skate park	advertisement	infomercial	fearless
skateboarder	story outline	savings	flatter
have one's head in the clouds	rising star	self-control	purchase
informed decision	marketing	consumer	

ACTIVITIES

BEFORE READING

Inferring the meaning of unfamiliar words 13

Becoming aware of the emotions associated with consumption 13

DURING READING

Answering questions while reading 14

Self-control 15

Explaining the issues associated with a decision 15

Creating a story outline 18

Becoming aware of the emotions associated with consumption 19

AFTER READING

Using persuasion and emotional appeals to sell 21

Exploring the fable of *The Fox and the Crow* 23

HANDOUTS

Handout 1: Consumer survey 25

Handout 2: How to make a decision 26

Handout 3: Making a decision and calculating amounts 27

Handout 4: The story outline of *Decisions, Decisions* 28

Handout 4: ANSWER KEY 29

The purpose of this section is to guide teachers by contextualizing financial literacy concepts in the story and highlighting what to emphasize in the classroom. Financial literacy is about **more than just counting money!**

The **table of contents** includes a list of activity suggestions. Teachers can choose to do some or all of the activities.



The interactive, hands-on activities engage students in collaborative knowledge creation.

Each activity includes:

- An explanatory heading
- A sentence summarizing the activity (synopsis)
- The three-steps involved:
 - (a) Making a connection with the text and engaging students in the activity
 - (b) Exploring the concepts and skills targeted by the activity
 - (c) Practising developing skills and stimulating reflection and engagement.

A series of icons indicate the subject(s) covered by the activity:

- NUMERACY**
- FINANCIAL LITERACY**
- SOCIAL STUDIES AND CITIZENSHIP EDUCATION**
- READING**
- ORAL COMMUNICATION**
- CROSS-CURRICULAR SKILLS**

AFTER READING

USING PERSUASION AND EMOTIONAL APPEALS TO SELL
Use the text to explore the influence of persuasion and emotional appeals on consumer behaviour.

DURING READING

ANSWERING QUESTIONS WHILE READING
Discuss the story's characters and events. Each step will be covered in the

ACTIVITIES

BEFORE READING

INFERRING THE MEANING OF UNFAMILIAR WORDS
Give students an opportunity to learn story vocabulary.

Read a sentence aloud. Have students listen to the sentence to detect or infer the meaning of the words and expressions.

- Lisa likes to go and watch the guys having fun at the **skate park**.
This ramp was built for **skateboarders**.
- I used my **savings** to go to the show and buy a souvenir.
- Lisa wants to **sign up** for skateboarding lessons.
- This hockey player is better than last year. He is a **rising star** in the league.
- She's an adventurous, **fearless** girl.
- Lisa went into the sporting goods store. There are skateboards everywhere and her head is **spinning**.
- I have a feeling he's not telling the whole truth. He's **not being entirely honest**!
- I'm getting hungry. I'll take that lemon cookie. No, the celery one. No! **Come to think of it**, I'd prefer the lemon cookie.
- When Paul sits down and starts staring at the ceiling, I know he has his **head in the clouds**.

BECOMING AWARE OF THE EMOTIONS ASSOCIATED WITH CONSUMPTION

Help students become aware of their consumer behaviours and, at the same time, give them an opportunity to discuss money and the emotions associated with it with their classmates.

Distribute **Handout 1 - Consumer survey**. Read the instructions together. To complete the survey, read the questions and answer choices as a class, then ask students to make their own choices. Next, form small discussion groups to share answers and talk about behaviours and emotions related to consumption.

- Vocabulary and oral communication activities
- Activities promoting consumer emotional awareness and resiliency/self-awareness
- Numeracy activities

The **handouts/activity sheets** provide a framework for the student-led activities.

Some of the numeracy handouts are available in more than one version so that teachers can choose the one that best meets their students' needs or objectives.

DECISIONS, DECISIONS... HANDOUT 1

CONSUMER SURVEY
Lisa's goal is to become a skateboarder. While it may sound simple, she has to decide whether it's worth the money. Do you earn and spend money? Do you give your mother or father your opinion on family purchases? Do you receive messages that encourage you to buy or spend? If so, you're a consumer! You buy and use products and services. This survey can help you find out about your consumer habits.

When you earn money...
You spend it as needed.
You add it to your savings.
You give some away and spend the rest.
You put some of it into a bank account.

When you want to buy something...
You find out about the product.
You consult your parents.
You ask a salesperson for advice.

When you want something...
You do everything you can to get it.
You use your savings.
You make a plan to buy it.
You borrow money.

When considering a decision...
You think about whether it's a good idea.
You think about the cost of the product.
You think about the quality of the product.
You think about the pressure from others.

DECISIONS, DECISIONS... HANDOUT 2

HOW TO MAKE A DECISION
Work in pairs. Imagine you're Lisa and Samuel at the sporting goods store with the goal of buying one of the skateboards shown in the ad. Lisa has a budget of \$100. Samuel is with her to help her make a decision.

INSTRUCTIONS:
1. Decide which board is the best buy.
2. As a class or in subgroups, say which board you've chosen and why.
3. Say what helped you make your decision.
*Answers will vary.

THE ADAGIO \$30
10% off the list price of \$33.33
BEGINNER
• A fun, sturdy board, ideal for complete novices and tricks.
• Very good quality wheels. Easy to handle.
• Heavy-duty surface.
• Easy to carry.
• Perfect for children: nice heavy frame, adjustable deck.

THE ANDANTE \$59.98
10% off the list price of \$66.65
BEGINNER/INTERMEDIATE
• Practical board for learning about the sport or doing tricks.
• Wheels hug the ground well. Easy to handle.
• Made of this plastic, so it's lightweight and easy to carry.
• Set of 4 additional wheels included.

THE MODERATO \$107
10% off the list price of \$117.77
INTERMEDIATE/ADVANCED
• A fun, sturdy board, ideal for complete novices and tricks.
• Very good quality wheels. Easy to handle.
• Heavy-duty surface.
• Made of light-duty durable laminated wood.

THE ALLEGRO \$300
10% off the list price of \$330
ADVANCED
• Pro board! Superior quality manufacturing.
• Easy to handle and able to withstand rough use and impact.
• Quality wheels.
• Carrying bag and repair tools included.



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