

**School Library Media Center  
Collaboration Planning**

**Teacher(s):** Shawn Lees-Carr and Jessica McGinty

**Unit:** French clothing and expressions

**Grade Level:** mixed (9-12)     **Plan Date:** Week of March 20, 2013 (March 19/20)     **Time Frame:** 2/3 days

**Unit Overview and description:** Students have been studying French clothing and accessory vocabulary, along with words used to express their opinions, such as “That’s fabulous” or “That will look wonderful.” Students will apply French vocabulary to describe the photos of several objects that they locate online. They must identify the object, the color and the cost of several items of clothing or accessories. Then they will use social conversational skills to discuss the objects described by other students.

**Culminating Learning Product:** VoiceThread with recorded descriptions of several objects and comments made by other students.

**AASL Standard(s) and Library Standards:**

- 1.1.6 Read, view and listen for information presented in any format to make inferences and gather meaning.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.4.4 Seek appropriate help when it is needed.
- 2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions and solve problems.
- 2.1.6 Use the writing process, media and visual literacy and technology skills to create products that express new understandings.
- 2.2.4 Demonstrate personal productivity by completing projects to express learning.
- 2.4.3 Recognize new knowledge and understanding
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 3.3.5 Contribute to the exchange of ideas within and

**French II Content Standards:**

- Students will review and practice their vocabulary for colors and giving opinions
- Find and describe examples of fashion in Francophone countries in print media or the internet.
- Ask for and give opinions and advice.
- Exchange information pertaining to clothes and shopping.
- Write and deliver short presentations in the present tense and in the passé composé about familiar topics such as fashion.
- Extract essential information presented in authentic realia such as songs, advertisements, website, letters, charts, etc.

<p>beyond the learning community.</p> <p>3.41 Assess the process by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	
<p><b>Project Description (including goals and objectives):</b>  Students will create a VoiceThread with a title image and four images of items of clothing/accessories. Students will construct a French script in writing outlining their descriptions of the objects. They will label each item in French and then record a description of each item in French. Other students will “post” recordings in French about each item on the VoiceThread, demonstrating their fluent use opinion-based vocabulary. Students will evaluate the effectiveness of VoiceThread as a tool for practicing their French language speaking, listening and conversation skills.</p>	<p><b>Essential Questions:</b></p> <p>What types of activities are necessary for improving your world language (second language) skills?</p> <p>How can VoiceThread help you improve your world language (second language) skills?</p> <p>What vocabulary is needed to have a polite discussion about fashion in French?</p>
<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>• Reserve the foreign language lab for two days (45 minute chunks)</li> <li>• Select online French clothing store websites for students to use in collecting their images</li> <li>• Translate materials into French (warm-up, some VoiceThread slides)</li> <li>• Review the assessment rubric used in foreign language</li> <li>• Check and correct translations/foreign language use</li> <li>• Monitor and reinforce directions</li> <li>• Evaluate VoiceThread French content</li> </ul>	<p><b>Library Media Specialist will:</b></p> <ul style="list-style-type: none"> <li>• Develop and create the planning and storyboard sheets</li> <li>• Create a model for demonstration</li> <li>• Check out and return the headsets with microphones</li> <li>• Set up student accounts</li> <li>• Create the VoiceThread directions</li> <li>• Check the information packet after Day 1</li> <li>• Prepare warm-up for Day 2</li> <li>• Model and guide students through the VoiceThread creation</li> <li>• Model and guide students through the VoiceThread recording and posting</li> <li>• Model and guide students through the VoiceThread commenting</li> <li>• Prepare evaluation tool and wrap-up</li> <li>• Monitor and reinforce directions</li> <li>• Evaluate and monitor appropriate use of commenting tool in VoiceThread</li> <li>• Create peer evaluation tool for students to use when examining other student projects</li> </ul>

**Materials:** Headsets with micropohones, French textbooks, pencil, planning packets, French clothing store sites, VoiceThread directions, warm-up and wrap-up, project assessment evaluation, foreign language rubric, computers!

**Resources:**

- X Internet    \_OPAC    X Word    \_\_Excel
- \_\_Hyperstudio    \_\_Power Point    \_\_Video
- \_\_Inspiration    \_\_Digital camera    \_\_scanner
- \_Photo Story    \_Reference books    X VoiceThread
- X Headsets with microphones

**Unit Assessments:**

**Diagnostic**

**Formative-**

- Informal survey of students who have used VoiceThread.
- Collection of planning and storyboard sheets to identify areas of weak planning and missing information.
- Informal observation of students on first day to determine ability to construct basic French sentences about clothing and accessories. Reteaching as necessary by the content-area teacher.
- Warm-up review and assessment of project directions.
- Evaluation of VoiceThread as a tool for foreign language learning.

**Summative-** VoiceThread presentation and comments created by students on other VoiceThreads using French expressions.

Ms. McGinty has a standard rubric she uses to evaluate the language use. She will use this to evaluate the VoiceThread and responses.

## Project Calendar

### Daily Learning Activities

T-Teacher and MS-Media Specialist	
Day 1	<p>T presents the agreed-upon warm-up, which includes brainstorming clothing items. T will introduce the purpose and objectives.</p> <p>MS introduces self and provides brief overview. MS will demonstrate quickly demonstrate a completed VoiceThread project so students know what the final goal will be. Then MS, teacher and students review the planning and storyboard sheet, completing a model together. Students select partners and determine what they will look for and who will do what before going to the computer lab.</p> <p>MS, T and students review lab directions and goals. In the lab, students and their partners collect images from online French clothing store sites and save them in their student folders. As they collect their images, they record the essential details needed for the script they are creating (clothing item, color and cost). They also record the name of the clothing store sites.</p> <p>MS and T rotate around the lab, assisting with translations, saving of images and completion of the storyboard. After collecting their images, students then script out their information that they plan to</p>

	<p>use for each “slide” or image. Students practice and prepare for tomorrow’s recording. Students also begin creating a title sheet for their presentation using Microsoft word. To wrap up, students double-check their packets for essential information before it is collected.</p> <p>(90 minutes)</p>
<p>Day 2</p>	<p>While students work on the warm-up, MS and T return planning and storyboard packets.</p> <p>MS presents the warm-up, which is a T/F review of information about the project. Students receive the VoiceThread directions, but remain turned around, facing the front so they can modify the directions and watch the MS demonstrate how to create and upload images. MS guides students through the following steps:</p> <p>Step 1: Log into VoiceThread.  Step 2: Create VoiceThread  Step 3: Upload images  Step 4: Title images  Step 5: Upload title page</p> <p>While students are completing steps 1 through 5, we are passing out the assigned headsets. We may break the lesson into chunks, depending upon needs of students and the technology difficulties.</p> <p>MS demonstrates and guides students through the following steps:</p> <p>Step 6: Record scripts using the commenting tool  Step 7: Set Publishing options  Step 8: Check checklist and rubrics. Did you upload a document with where you obtained your images?  Step 9: Visit French 2 and select two other VoiceThreads to view  Step 10: Leave appropriate French opinion comments on two other VoiceThreads</p> <p>Warp-Up:  Complete the evaluation</p>
<p>Day 3</p>	<p>Class viewing and evaluation. Peer assessment of self and other VoiceThreads by examining fluency and using oral language rubric. Students may make suggestions for additional projects and foreign language use of VoiceThread.</p>