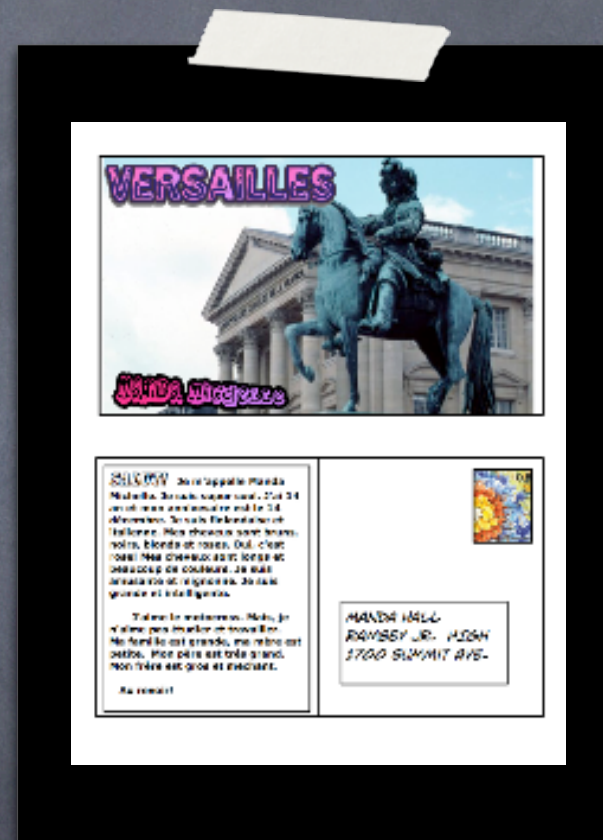


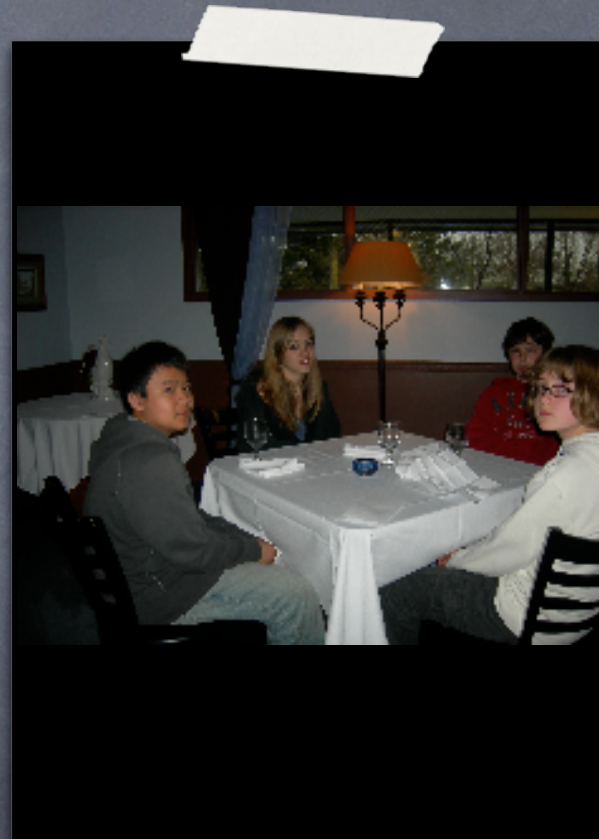
# La carte postale

Une activité conçue pour encourager une communication réelle chez les finissants du premier niveau.



# The postcard

An activity created to support meaningful communication for students at the end of first level.



# ACTFL

## ACTFL 1.0: COMMUNICATION

- ACTFL 1.1: Interpersonal Communication. Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

## ACTFL 2.0: CULTURES

### Gain Knowledge and Understanding of the Cultures of the Francophone World.

- ACTFL 2.1: Practices of Culture. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

## ACTFL 5.0: COMMUNITIES

### Use French to Participate in Communities at Home and Around the World.

- ACTFL 5.1: School and Community. Students use French both within and beyond the school setting.

# The Big Idea:

Create a situation for authentic communication.

# Guiding Questions:

How do you get to know other students learning French?

How do you introduce yourself and say where you are from?

an example of a

R  
U  
B  
R  
I  
C

Je m'appelle: \_\_\_\_\_  
 Période: \_\_\_\_\_ Date: \_\_\_\_\_  
 Échéance: Le 31 janvier 2008

RUBRIQUE: LA CARTE POSTALE

TOPICS	Sudani quesoons	Sudani Points	Yoruba Points	Comoros
Image of historical site OR monument and caption (10 Points)				
Postage stamp, your name and school address ((10 Points)				
Introduce yourself with your name and age (10 Points)				
List a thing that you like and a things that you dislike (Think: foods/eating/weather/ seasons/games/ playing an instrument /sports/music/school) (20 Points)				
Describe yourself using 5 adjectives (25 Points)				
Describe your family) (25 Points)				
Effort in using the resources (textbook, dictionaries and websites) (10 Points)				
Grammar (complete sentences, proper punctuation and capitalization) (10 Points)				
Possible Total: 100 Points				

# IB MYP

assessment

language B standard

### **Criterion C: writing—message and organization**

**Maximum 8**

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?



Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's communication of information is <b>incoherent</b> ; ideas are <b>generally irrelevant</b> and/or <b>repetitive</b> ; opinions are <b>unsupported</b> . The <b>lack of structure</b> contributes to the <b>poor clarity</b> of the message.
3–4	The student has <b>some difficulty</b> in communicating information; ideas are <b>sometimes irrelevant</b> and/or <b>repetitive</b> ; opinions are <b>often unsupported</b> . The student makes an <b>attempt at structuring</b> the work, and uses <b>some basic cohesive devices</b> .
5–6	The student communicates information <b>clearly</b> , though there is <b>some difficulty with more-complex ideas</b> . The student's ideas are <b>relevant but not always supported</b> ; opinions are <b>sometimes justified</b> . The student structures the work <b>appropriately</b> , which adds to the <b>clarity</b> of the message; there is an <b>appropriate use of cohesive devices</b> .
7–8	The student communicates information <b>clearly and effectively</b> ; both <b>simple and complex ideas are relevant and supported</b> ; opinions are <b>justified</b> . The student structures the work <b>clearly and effectively</b> , which adds to the <b>clarity and coherence</b> of the message; there is <b>effective use of cohesive devices</b> .

### **Criterion D: writing—language**

**Maximum 8**

To what extent does the student show the ability to use the language effectively and accurately?

To what extent can the student:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student uses a <b>limited range</b> of vocabulary and structures; these may be used <b>inappropriately or incorrectly</b>. Errors <b>interfere frequently</b>.</p> <p>Spelling/writing are <b>inaccurate</b> and <b>interfere</b> with communication. The writing <b>does not reflect a sense of audience</b>.</p>
3–4	<p>The student uses a <b>basic range</b> of vocabulary and structures, with <b>occasional mistakes</b>. Errors <b>sometimes interfere</b>.</p> <p>There are <b>occasional mistakes</b> in spelling/writing that <b>sometimes interfere</b> with communication.</p> <p>There is an <b>attempt to use appropriate register</b>, which shows <b>some evidence of a sense of audience</b>.</p>
5–6	<p>The student uses a <b>range</b> of vocabulary and structures <b>appropriately</b>; and <b>attempts to use idiom</b> appropriate to the context. Errors <b>rarely interfere</b>.</p> <p>There are <b>occasional mistakes</b> in spelling/writing but these <b>do not interfere</b> with communication.</p> <p>The student shows a <b>sense of audience</b>, though there may be <b>some lapses</b> in using the <b>appropriate register</b>.</p>
7–8	<p>The student uses a <b>wide range</b> of vocabulary and varied structures <b>appropriately</b>, and <b>uses idiom</b> appropriate to the context. Errors <b>do not interfere</b>.</p> <p>The student shows a <b>good command</b> of spelling/writing.</p> <p>The student shows a <b>clear sense of audience</b> by <b>consistently</b> using an <b>appropriate register</b>.</p>

# The Project

- Students will create postcards to communicate with their pen pals in the target language (IBMYP: reading, writing).
- Students will use technology (Safari, ComicLife and specific web sites pertinent to francophone cultures) to create their postcards (IBMYP: cultural awareness, technology).
- Students will meet their pen pals and communicate orally in the target language (IBMYP: speaking, listening).

# Partnership

- The Partnership Coordinator is Stephen Severance.
- The goal of our Technology Partnership was to have teachers from St. Paul and Stillwater Public Schools work together to provide students with exposure to diverse populations as well as to various activities and projects where both French and technology were involved.

- After brainstorming, the teachers selected two activities. Students would have pen pals by creating on-line postcards and would go on a field trip to a French Restaurant. This experience would provide students with the opportunity to meet each other and practice using French to communicate.

- Through the Technology Partnership, Mr. Severance contacted the restaurant, made the reservations and provided funds for transportation and meals. Our students only had to pay \$5.95 instead of \$15 for a delicious French meal. Dr. McCollor, Principal at Washington and Mr. Maeda, Principal at Ramsey, thought the field trip provided our students with a wonderful opportunity to experience the French language, culture, and exquisite service of the Cordon Bleu students.



# When TLC becomes PLC

- During the World Languages PLC meetings, Danielle and Joanne began a collaboration between their French II classes. Their goal was to create opportunities for students to be engaged in using technology and meaningful communication in the target language.



Comic Life

STEPS

Students have their text ready, proofread,  
and approved by the teacher.

Students find a picture of a francophone historical site or monument + CAPTION and a stamp.

Mesdames Simms et Thibault have links to sites that provide pictures.



UT!  
L'APPELLE ERIN. J'AI  
IZE ANS. J'AIME JOUER  
TENNIS. J'AIME VOYAGER.  
J'AIME PAS JOUER LA  
TE TRAVERSIÈRE, NI  
NTER.  
JE SUIS PETITE ET  
NE. JE SUIS AMUSANTE,  
SI ASSEZ BÊTE ET



- Launch Safari
- Go to [http://washington.spps.org/  
French\\_II.html](http://washington.spps.org/French_II.html)
- Click on the "Images of France" link to find postcard images
- When you find your image, place the cursor over the image, press the ctrl key and click, choose "add image to iPhoto library"

- iPhoto will launch for the first time and import the photo. Write down or otherwise save the image caption to use later

- Once you've found your post card image, repeat the above steps for the stamp
- After all images have been collected and imported, quit iPhoto using iPhoto's pull down screen



Now you have to make a  
choice!

You can download a  
Comic Life template from  
Danielle's webpage.

- Using Safari, download the postcard template from Danielle's webpage.

- After the template completely downloads, it should un-zip on the desktop. Quit Safari.
- Double click on the template (postcard.comicdoc) to open it in Comic Life.
- At this point it's a good idea for students to "save as" on the desktop, using their name to name the file.

- Drag your pictures to the postcard template
- Click on text box until it turns blue then type your text
- To add the caption, click on the “lettering” box at the bottom of the screen then drag it to the picture

OR

You can learn how to  
use Comic Life ...

...teach it to your  
students ...

... it is very easy to use,  
it is "intuitive"!

Our students took 15 to 20 minutes to figure out how to make it  
work!



- Open the application Comic Life. Note that on the right you see your pictures.
- The blank page is your work space. You need to create 4 boxes in that space; two image boxes for the postcard picture and the stamp, and two text boxes for the narrative and the address.

- For the image boxes, drag the “drag a panel” square where you need it. Resize by stretching sides and corners.
- For the text boxes, drag the “ABCDE” box where you need to type your texts. Note that you can type when the field is blue.
- To add a caption, drag the “Lettering” box where you need your caption. Type it and click on “place lettering”.

# Publishing the postcard

Students get to know their peers from another school.

- Once the postcard is done, select "File" and go down to "Export to Images".
- Save as "Student's name Postcard" on the desktop.
- Change format to "JPEG" under the File menu.
- Click on "Export".
- Quit Comic Life using pull down screen.

## Two ways for teachers to collect students postcards:

- ① Gather each postcard on a flash drive by dragging the postcard that are now in a "JPEG" format.
- ① Or ask your building tech to create a "drop in folder" on your server. Each student will then drag their work to the "drop in folder".

You are now ready to  
publish your students'  
work.

How to upload the images to Urban Planet as a  
gallery: [http://www.connect.spps.org/  
imagegallery.html](http://www.connect.spps.org/imagegallery.html)

Final Activity:

Pen Pals Meet at a  
French Restaurant

# Field Trip Preparations

Students plan the meeting. The goal is to be able to engage productively in conversations in the target language.

- Students read the pen pal postcards.
- Students prepare questions (in writing) in the target language.
- Students could be encouraged to prepare a game or an activity to do at the restaurant.



MAI TONG

Est-ce que tu aimes jouer au tennis?

Quel sport est-ce que tu aimes?

Est-ce que tu as un petit copain?

LESLIE

A quel âge est-ce que tu as appris à nager?

Où est-ce que tu aimes nager?

Pourquoi est-ce que tu n'aimes pas les animaux domestiques?

MAI KOU

Qu'est-ce que tu aimes étudier?

Pourquoi as-tu deux noms?

Où est-ce que tu aimes acheter des vêtements?

Est-ce que tu aimes jouer au tennis?

# Le Cordon Bleu.

- Teachers put students in groups representing all schools at each table.



### **Criterion A: oral communication—message and interaction**

#### **Maximum 8**

To what extent does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student's communication of information is <b>incoherent</b>; ideas are generally <b>irrelevant</b> and/or <b>repetitive</b>; opinions are <b>unsupported</b>.</p> <p>The student has <b>difficulty in responding, even in familiar situations</b>.</p> <p>The student <b>often needs prompting</b> to encourage a response; conversation/dialogue <b>does not flow</b>.</p>
3–4	<p>The student has <b>some difficulty</b> in communicating information; ideas are <b>sometimes irrelevant</b> and/or <b>repetitive</b>; <b>some</b> opinions are <b>supported</b>.</p> <p>The student <b>shows understanding</b> through <b>responding correctly in familiar situations</b>.</p> <p>The student needs <b>occasional prompting</b> to encourage a response, and this contributes to <b>some lapses in the flow</b> of conversation.</p>
5–6	<p>The student communicates information <b>clearly</b>, though there is <b>some difficulty with more-complex ideas</b>. The student's ideas are <b>relevant but not always developed</b>; opinions are <b>usually justified</b>.</p> <p>The student <b>shows understanding</b> through <b>responding correctly in familiar and some spontaneous situations</b>.</p> <p>The student can <b>maintain the flow</b> of conversation, and <b>may show some active and/or spontaneous engagement</b>. The student needs <b>occasional prompting</b> but this <b>does not disturb the flow</b> of conversation.</p>
7–8	<p>The student communicates information <b>clearly and effectively</b>; both <b>simple and complex ideas</b> are <b>relevant and developed</b>; opinions are <b>justified</b>.</p> <p>The student <b>shows understanding</b> through <b>responding correctly in familiar and spontaneous situations</b>.</p> <p>The student <b>contributes to the coherent flow</b> of conversation; and is <b>actively and spontaneously engaged</b>. Any <b>prompting is natural</b> and <b>does not disturb the flow</b>.</p>

# Sources

- Joanne's web page: [http://ramsey.spps.org/Joanne\\_Thibault.html](http://ramsey.spps.org/Joanne_Thibault.html)
- Danielle's web page: [http://washington.spps.org/French\\_II.html](http://washington.spps.org/French_II.html)
- Interdistrict Partnership Classroom Coach Facilitator:  
[Stephen.Severance@spps.org](mailto:Stephen.Severance@spps.org)
- tech support: <http://connect.spps.org/>