B. Tool Software

• Word Processing
• Desktop Publishing
• Databases
• Spreadsheets
Word Processing

Word processing applications in the foreign language class have been widely used for the few previous years. Word processing encourages and facilitates student editing, revision, and group writing. In addition to motivating students, it helps them articulate ideas and features such as spell check and thesaurus encourage them to verify their spelling and vary their language.

Some sample word processing applications are Microsoft Works, WordPerfect, ClarisWorks, the Writing Center, etc., Kidworks and Storybook Weaver have some word processing components but are not true word processing applications.

Desktop Publishing

With desktop publishing, students are able to format, produce, and publish professional-looking brochures, flyers, newspapers, etc., thus eliminating problems of illegibility. Some available tools include The Writing Center, PrintShop, PageMaker, SuperPaint, KidPix, Publish it, etc.

Databases

Databases help students organize data and information. Some available tools include FileMaker Pro, ClarisWorks, Microsoft Works, Paradox, and Microsoft Access.

Spreadsheets

Spreadsheets allow students to manipulate information, graphs and to experiment with data. Some examples are ClarisWorks, Microsoft Works, Quattro Pro, and Microsoft Excel.

*Note: All NC schools should have Microsoft Works (for Macs and PCs), ClarisWorks (for Macs) or Appleworks to help students prepare for the eighth grade computer skills test.
B. Tool Software

- Word Processing
  - Kidding Around With *Kidworks 2*
  - Report and Book Writing in the Second Language Classroom
  - Meet Our Class!
  - Special Request
  - Animals
  - Writing With Spanish Symbols
  - Writing in the Target Language
  - Language Expansion Activity
  - Flags of Target Countries
  - International Keyboarding Skills

- Desktop Publishing
- Databases
- Spreadsheets
KIDDING AROUND WITH KIDWORKS 2
Laura Peregrino, Conn Global Communications Magnet, Wake County

Classroom Information:
Language: All
Time Needed: One 45 min. period

Language Level: Beginning/Continuing/Advanced
Grade Level: 2-8 (depending on activity)

Software: Word processing program such as Kidworks 2

Hardware: Computer

Other Equipment: Most helpful in facilitating instruction, but not essential: A TV with a computer-to-TV connection or projection device, printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Kidworks is a writing and art activity software program designed to allow students to create single illustrated sentences and short stories or to create a picture. School children work with this program from their kindergarten year and become familiar with its various capabilities.

Since the program is so clearly direct and humorous, older elementary children and middle schoolers as well enjoy returning to this playfully educational software. For me, then, it has been an excellent and successful tool to reinforce and expand second language vocabulary and concepts in a technologically creative way.

For whole class work, if a television link-up is available, I will direct our activity from the large TV screen. If we are working only from individual computers then I will direct the activity orally so that all children are progressing through each of the steps necessary to complete our work. The following examples show some of the activities.

Creating and labelling a picture
From the introductory screen, have the students open up the Story Illustrator (pallette). Next, click on the “coloring” books. A list of 11 topics of scenes (farm, space, castle, mountains, forest, beach, desert, ocean, volcano, shapes) will appear. Select the farm, for example, and now you will have your line drawing of a farm next to a selection of tools, colors, patterns and borders. Write a title at the top: The Farm by ______________. Next, I tell the students to add various objects to their drawing. (Vocabulary has already been learned in our class.) For example, we will add a pond with plants around it, mud, grass, fence, etc. Next, the students will need to label the objects we have drawn in as well as the farmhouse, the sky, the ground, etc.

Technology: The Common Language, 1999
Next, by using the stamps at the bottom tool bar, I tell the students to look for a variety of animals and "stamp" them into the drawing. The students will need to change the size of the stamps they select, from small and medium to large. (Stamps include fish, ducks, cats, etc. as well as people, houses, flowers...)

Finally, if the children have included all the dictated elements into their drawings and if there is time, I give the children a few minutes to enhance their pictures as they wish. It is always exciting to see how creative the children can be with their work.

*Note: This project needs to be completed in one class period. Therefore the age and level of the students need to be considered as the complexity of the activity is planned. Also, most importantly, the children will need a printout of their work. Often, there is not enough time to print everyone's drawing. The best solution is to bring a disk and save everyone's work on that disk for a printout later on when you have a chance to do so.

Free-hand drawing and coloring of shapes
Click on Story Illustrator to get a blank screen with tools. Tell the children to select the pencil tool and to draw a big square. (Don't worry if the objects that the children draw are not exactly "square!") Next, tell them to color the square red. Next, they are instructed to select the eraser tool and erase part of the square. Now they have to select the pencil tool and draw a triangle from the square, etc. Tell the children to select the vacuum cleaner tool and wipe their screens clean. The children may also wipe their screens if their drawings become too messy.

Before time is up, select the printout that you want the children to have, e.g., all four shapes or one shape in three sizes, etc.

Math Activities
Click on Story Illustrator to get to a blank screen with tools. Tell the children to select one of the stamps (the object will be from the vocabulary already learned in class). For example, a dog.

a) Stamp two small dogs and one large dog in the blank screen. Ask the children, "How many small dogs do you have?" "How many large dogs?" Continue the activity by including the color of dogs, other animals, etc. Assemble a variety of animals on the screen and ask, "How many walk?" "How many have two legs?" etc.

b) Select a type of particular animal. For example, select one with two legs vs. four legs or animals with wings vs. without wings and classify them on the screen, left side and right. (Use a pencil tool to draw a dividing center vertical line.)

c) Stamp seven small dogs on the screen, three on the left and four on the right of the screen. Ask how many. Use the eraser and erase three. How many? Stamp three back and erase four. How many? Using "seven" as the total number, separate the dogs into 3 and 4; 5 and 2; 6 and 1; and reversed: 4 and 3; 2 and 5; 1 and 6 and so on. Vacuum cleaner out the dogs and you have a big ZERO of dogs!
Language Arts
Click on Story Writer.
1) Type a brief letter and illustrate it with your own art creations or with the icons from the program.
2) Compose a birthday, holiday, Valentine message with words and pictures.
3) Write one or more sentences but put pictures in place of all the nouns. Print out the work.
   Partner up the children. Students exchange papers and need to give the word for the picture.

Possibilities for Extension Activities:

- Create a sentence, paragraph, or story using pictures for the nouns and typing in the adjectives
  and one or two basic verbs.

- Make a picture dictionary using the stamps and typing the words.

- Teach action verbs by typing “I walk” for example and finding the appropriate stamp. “I jump” etc.

Interdisciplinary Connections

Art
Computer/Technology Skills (see specific objectives in Word Processing strand )
Math
Science
Social Studies

Brief Description of Classroom Setting:

My magnet elective class meets four times a week for a quarter. I have had as many as 23 in a class
that has participated in this activity. With enough advance notice, I have always been given computer
time in the lab when I have requested it. In fact, I have even been scheduled in for a weekly time
when space allowed.

For my morning BEP type classes in the children’s classrooms, these activities will work successfully
if there is a TV link-up to ensure whole class attention. If the room does not already have the link-
up, the technology teacher should be able to supply it. For these short classes, I have used one or
more class periods to show the children (and their teacher!) what the activity entails. Then the
classroom teacher will take her children to the computer lab in their regularly scheduled time and
execute the activity I showed them in our short class. All the teachers I have worked with in this
way have been pleased to have more Computer Lab ideas for their class. And, of course, for me it is
perfect because my students will be getting even more practice and exposure to the second language,
without my even being there!
La Ferme
Par: Molly
L'aire
L'herbe
L'eau
La grange
La boue
La terre

KIDDING AROUND WITH KIDWORKS 2

Molly Johnson
Corn Elementary
Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

After completing a unit or a particular topic, (for example: “Castles,” or “The White House,” or “Animals of the Continents,” or even “Fruits” or “Clothing” etc.), my students conclude their work with a report or a book. We define a first draft in our classroom. Depending on the skill level of the students, the first draft may be a collective one for the whole class in which all the students contribute or each student may write his own paragraph. I check each draft to correct any errors. Then we go to the computer lab as a class to type our final draft. The students are free to use any word processing program with which they are familiar. They may choose their font, size, style, and they may embellish their computer draft with graphics, borders, and pictures as they choose. Additional artwork to illustrate our report or book is done in class and may be any project the teacher will choose from torn paper art to collage, etc.

One particular example for a second grade class I have that meets two times a week for 20 min. was the composition of a letter. This came at the end of a unit on classroom objects and specifically, the post office. We created a very short letter that we then typed on the computer using *Kidworks 2*.

Possibilities for Extension Activities:

Using word processing programs to reinforce vocabulary, sentence building, word matching, research, etc.
Interdisciplinary Connections:

   English Language Arts  
   Computer and Technology Skills (see specific objectives in Word Processing strand)  
   Social Studies  
   Science  

Brief Description of Classroom Setting:

There are 28 computers in our lab, a sufficient number to accommodate my students. I have been able to get computer lab time simply by asking the technology teacher to schedule me in. In one instance, lab time was tight and I had to share my time with another teacher. But since my class at the time was small, as was hers, we both had enough computers for all students. I have also borrowed a lap top for the classroom and had students take turns to type their report.

For my elective classes that meet four times a week for 45 minutes, I schedule my own lab time with the technology teacher.

For my 20 min., two-times-a-week classes for second grade, I work within the scheduled computer time of the classroom teacher. At the conclusion of a unit of study in those short classes, we then prepare for our upcoming report, book, or letter. I will go over the draft we are working on in our short class. Then the classroom teacher will take her students to the computer lab in their own scheduled time to complete the final draft for our foreign language class. The next time I see those students, they can show me the work they did on the computer. Of course, if I am free during their computer lab time, I will go to the lab with them and their teacher.
**MEET OUR CLASS**

**Classroom Information:**

- **Language:** All
- **Language Level:** Beginning
- **Time Needed:**
- **Grade Level:** All

Software: Word processing and database application, *HyperStudio*

Hardware: Digital camera, computer, printer, LCD panel

Other Equipment:

**Specific Objective(s) of the Lesson from the NC Foreign Language SCS:**
- Write familiar words and phrases associated with visuals, props, or familiar contexts.

**Procedures:**

- Have students take pictures of each other during one class time or arrange to have 5 students photographed each day until all students have had their picture taken.

- Teacher (or a student) downloads the pictures to a hard drive.

- Using a word processing program, teacher (or a student) creates a separate page for each person in the class and imports the pictures so that each page has the picture of a student.

- At the computer, students write a description of themselves in the target language. They address name, age, where from, and any other relevant information they wish to include (e.g., likes and dislikes).

- Students print their picture and description and a class book is compiled.

- An LCD panel can be used to view the entries prior to the printing and to address issues of accuracy.

- Book is shared with newcomers who arrive after the school year has begun.

**Possibilities for Extension Activities:**

- Students record their description on an audiotape to go along with the book.
• Students add to their page throughout the year by saving their entry to a diskette. At the end of the year, they print all their entries in a journal format.

• Instead of a big book, students could make their presentation in HyperStudio, including a recording of their description.

• Students create a database and enter data according to the information compiled in the class book.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Classroom Information:

Language: All  
Time Needed: One class period  

Language Level: Levels I-IV  
Grade Level: Grades 6-12

Software: Word processing program, e.g., Microsoft Works, ClarisWorks

Hardware: Computer, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.
- Recognize and apply learning strategies, processes, and skills from other disciplines.

Procedures:

In preparing for a project on a country, students write a letter to an Embassy or a Tourist Center in the target country requesting specific information or materials to help them with their projects. Proper letter and envelope format, greetings, and endings of business letters are taught at this point.

Letters are entered on the computer using a word processing program, and they are printed and reviewed by peers to ensure that the request is clear, that the letter and the envelope contain the needed information, and that the spelling is accurate. Corrected letters are mailed to destination.

Note: Students can be asked to search for the address of the agency using the Internet. If possible, they may convey their request via the Internet.

Possibilities for Extension Activities:

Upon receipt of the requested information or materials, students send a thank-you note.

Interdisciplinary Connections:

English Language Arts  
Computer/Technology Skills  
Social Studies
Animals

Andrea Kazemzadeh, Olive Chapel Elementary, Wake County Schools

Classroom Information:
Language: Spanish
Time Needed: Six Weeks
Language Level: Beginning
Grade Level: Grade 3

Software: Word processing program, e.g., Microsoft Works, ClarisWorks, MacWrite

Hardware: Computer

Other Equipment: Color laser printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Develop an awareness of the structural patterns in the target language and his/her own language(s).

Procedures:

- Engage students in TPR activities related to animals, their description, what they do (e.g., the bird flies, the dog barks).

- Students practice action words in a game of “Simon Says.”

- Students display the animals vocabulary and the action words through the room.

- Students practice making brief sentences combining an animal and an action word (e.g., el gato come).

- Students practice using él/la or los/las with animals.

- Students practice sentences orally with animals using the verb form es and a descriptor.

- Students generate sentences using él/la, the animal, the verb form es, and a descriptor. Teacher writes the sentences on a large poster board (or an overhead) and post them on the wall (or the overhead). If students have had enough practice with writing they can write the sentences themselves.

- Students change the sentences from the singular to the plural form orally.
Students generate singular and plural sentences in a class activity, first orally, then in writing.

Students make the sentences negative by adding *no*.

In a whole class activity, students begin creating a class book by eliciting sentences about a special pre-selected animal. Teacher writes the sentences as they are dictated. Teacher goes over the sentences, addresses errors, and answers questions related to the sample book.

In pairs, students write their own books of at least 5 pages (5 sentences).

Class goes to the computer lab to use the word processor to enter their own book.

Students type one sentence per page and either import a graphic, color a picture, or paste a picture from a magazine to illustrate each page.

**Possibilities for Extension Activities:**

- Students can add music and make a song to go with the book.
- Students can record themselves reading the book.
- Students can make a puppet show using the script from the book.
- Students can make a collage about the actions of their animals.
- Students play charade to guess what animal is portrayed.

**Interdisciplinary Connections:**

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Science

**Brief Description of Classroom Setting:**

Twenty-three to twenty-five students per classroom, twice a week for 30 minutes per session. Each student worked at one computer in the computer lab. If a student did not finish during class time, he/she had to work on his/her own. Some students did not turn in a final product.
El perro

El perro no huele mal.

El perro dice uau, uau.
El perro vive en la casa.

El perro come vegetales, carne, y fruta.

El perro tiene diez años.
WRITING WITH SPANISH SYMBOLS
J. Michelle Burnette, Mills River School, Henderson County Schools: Word Processing

Classroom Information:
Language: Spanish
Time Needed: 10-15 min. per child
Language Level: Beginning
Grade Level: Grades 4-5

Software: Word processing program e.g., Microsoft Works, ClarisWorks: Document

Hardware: Computer

Other Equipment: Diskettes to save students’ work

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate understanding and apply information and skills that are common to the foreign language class and the 4-5 grade class.

Procedures:
This activity is painless. One class is devoted to showing the children the keys for accented vowels, tilde, upside down question and exclamation marks. Allow a few students to come to the computer and try them out, and in succeeding classes the students will copy a paragraph with plenty of examples of these unique symbols. I tape an index card to the computer or the computer table with reminders of how to make these symbols. The students save their paragraphs on a disc, and later I check them. (As always, I make sure there is one student who can help if they have a problem.)

Possibilities for Extension Activities:

- Students type their own vocabulary list for a particular unit.
- Students type thank-you notes, vocabulary index cards, etc. for individual practice.

Interdisciplinary Connections:

Keyboarding Practice
Computer/Technology Skills (see specific objectives in Word Processing strand)

Brief description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.
Writing in the Target Language

J. Michelle Burnette, Mills River School, Henderson County Schools  Word Processing

Classroom Information:
Language: Spanish  Language Level: Beginning
Time Needed: 10-15 min. per child  Grade Level: Grade 5

Software: Word processing program e.g., Microsoft Works, ClarisWorks:

Hardware: Computer

Other Equipment: Printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

It has always taken so many classes to get a decent autobiography in Spanish from the students. I finally found that writing a sentence per class is a help. The students do not get tired of it. I spend only 5 or 6 minutes having 2 or 3 students read what they have so far written, and then we add a sentence. Together we figure out what to say, they spell it for me in the target alphabet, and I write it on the board for all to copy. We try for a 5 or 6-sentence paragraph and then after I have collected and checked the paragraphs, students are able to type their paragraphs on ClarisWorks. I usually bind them in a book for the classroom or display them in the Media Center.

Possibilities for Extension Activities:

- Book can be recorded on audio tape as each student reads his/her paragraph.
- Book can be shared with students in lower grades.
- Students can do a big book using Printshop or Superprint for illustrations.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts

Brief Description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.
**LANGUAGE EXPANSION ACTIVITY**

**Classroom Information:**

*Language:* Spanish  
*Time Needed:* One class period  
*Language Level:* Beginning  
*Grade Level:* Grade 5

**Software:** Word processing program such as *Microsoft Works, ClarisWorks:*

**Hardware:** Computer

**Other Equipment:** None

**Specific Objective(s) of the Lesson from the NC Foreign Language SCS:**

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.

**Procedures:**

This is a whole class activity in the computer lab. We simply type something from dictation or we copy words from a poster. Students might type “dog” on one line, next line they will type “the dog” and then “the black dog,” and then “the black dog is jumping,” etc. It gives them keyboard practice and practice writing in Spanish.

*Note:* Teacher may want to ask questions at each stage of this assignment. For example, “What are some words we can use to describe a dog?” “What do dogs do?”

**Possibilities for Extension Activities**

- Students can use the model developed as a class activity to write their own brief paragraph.
- Students can generate as many variation of a sentence as possible (e.g., the black dog, the white dog, the brown dog, the grey dog, etc.).
- Students can illustrate their drawings by using *Kidpix, Printshop,* or *Superprint* for illustrations.
- Students can use *Kidworks* as they write rebus stories

**Interdisciplinary Connections:**

- Computer/Technology Skills (see specific objectives in Word Processing strand)
- English Language Arts
- Science
Brief description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.
Classroom Information:
Language: Spanish  Language Level: Beginning
Time Needed: One class period  Grade Level: Grade 5

Software: Word processing program e.g., Microsoft Works, ClarisWorks

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.

Procedures:

This is a popular activity. Many of the students are experts already using the paint and drawing tools on ClarisWorks, but they do not often insert text with their drawings, so this is great practice. It takes one class for them to find the flag of a Latin American country they would like to draw and for me to teach them the basics of the paint tool. After that they are on their own. They simply draw the flag and write a few sentences about it. (They have a rough draft done on paper before they can go to the computer.) When they have finished their work at the computer, they color their flags with markers. (I tried one time letting them paint their flag on the computer and then printing them all, but it took too long for them to complete their work, and color ink is so expensive it was not practical.) I collect all the flags and bind them in a book for the classroom.

Note: Students may want to research current flags on the Internet.

Possibilities for Extension Activities:

Students draw animals, foods, clothing, etc. and label them in the target language using a desktop publishing application.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Social Studies
Brief Description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.
Classroom Information:
Language: Spanish and French
Time Needed: 20-30 min.

Language Level: Beginning
Grade Level: Grades 6-8

Software: Word processing program
Hardware: IBM/DOS computer
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the 6-8 grade classes.

Procedures:

Spanish Codes (IBM-DOS):

Using number keypad, make sure “Num Lock” is in locked position. Hold down the Alt key while pressing the following codes.

129 ü  160 à  165 Ñ
130 é  161 í  168 ç
137 ê  162 õ  173 õ
144 ê  163 û  174 »
154 Ì  164 ñ  175 »

Type the following passage using your IBM-DOS codes for Spanish. This is a keyboarding activity. Your grade is based on typing accuracy. Do not try to answer the questions. Type your name on your paper.

¿Dónde está México? México está al sur de los Estados Unidos y al norte de la América Central. La capital de México es la ciudad de México. «Güero» es la palabra mexicana por rubio o “blonde.”
INTERNATIONAL KEYBOARDING SKILLS

¿Cuáles países están en la América del Sur? Venezuela, Colombia, Ecuador, Perú, Bolivia, Para
guay, Uruguay, Argentina, Chile, Brasil y Guayana. Estas son las capitales de los países de la
América del Sur donde se habla el español: Caracas, Bogotá, Quito, Lima, Sucre, Asunción,
Montevideo, Buenos Aires, Santiago, etc.

¿Cuáles países están en la América Central? Hay Guatemala, Honduras, El Salvador, Nicaragua,
Costa Rica y Panamá. Las capitales de estos países son La Ciudad de Guatemala, Tegucigalpa, San
Salvador, Managua, San José y la ciudad de Panamá. En realidad, los sombreros de Panamá están
hecho en Ecuador.

IBM-DOS French Codes

On number pad, make sure NUM LOCK is pressed in. Hold down the ALT key while pressing the
following codes.

128 Ç  135 ç  131 â  132 ã  133 à  160 á
142 À  145 Æ  146 Æ  130 é  138 è  137 ë
144 É  140 î  141 î  161 í  136 ê  147 ô
148 ô  149 ò  162 ó  151 û  150 ù  129û
154 Ù  163 û  174 «  175 »

Type your name on your paper.

Using the following passage, copy it using the international symbols. Do not answer any questions.
Your grade will be based on keyboarding accuracy using these symbols.

Hélène et Aimée sont allées passer l’après midi à la plage. Une fois arrivées, elles ont fait la
connaissance de deux garçons qui leur ont demandé si elles savoir faire de la planche à voile. Elles
leur ont répondu «Bien sûr!» Après plusieurs heures dans l’eau froide, Aimée a senti une douleur
aigüe au côté droit et elle a crié «Aïe!!!, Hélène, où es-tu?» Hélène et les deux garçons sont arrivés à
son aide et l’ont aidée à sortir de l’océan. Quelques instants après les deux filles sont reparties chez
elles en disant «Aurevoir, à bientôt!»

Possibilities for Extension Activities:

Students write a bio-poem typed with diacritical marks, or they write a short report. For the rest of
the year, I am offering a bonus of extra five points per homework assignment to anyone who presents
his/her paper typed with diacritical marks.

Interdisciplinary Connections:

Computer /Technology Skills (see objectives in Keyboard Utilization strand)
Language mechanics

Technology: The Common Language, 1999 126
Brief Description of Classroom Setting:

The ideal situation for this keyboarding activity is a computer lab with one computer per student. You can do an alternate activity for two different groups or have students type a paragraph and proof each other’s as you go.
B. Tool Software

- Word Processing
- Desktop Publishing
  - Picture It
  - Greeting Cards
  - Right off the Press
  - Latin Advertisements
- Databases
- Spreadsheets
Classroom Information:

Language: All
Time Needed: On-Going

Language Level: Beginning
Grade Level: All

Software: Desktop publishing program e.g., The Writing Center, KidPix, The PrintShop

Hardware: Computer, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Students create their own pictionary and add to it throughout the year. They personalize a pictionary cover, draw or import graphics and label the objects and/or concepts in the target language. They print the different entries in a notebook and add to it throughout the year.

Students use their pictionary during the writing process to help them with the brainstorming, revising, and editing phases.

Words included in the pictionary can be the students’ own words as well as words which have been given by the teacher.

Note: A variation of this activity involves the creation of a class pictionary where each student is responsible for illustrating, labeling, and printing one word or phrase. Each page is added to the developing pictionary which serves as a resource for the entire class.

Possibilities for Extension Activities:

- At the end of the year/semester/9 weeks, the pictionaries are bound and given a cover.
- Students, in pairs, can use the pictionary as flash cards to help them review words.
This activity can also be accomplished by using HyperStudio. Students could record themselves pronouncing the words and/or reading the phrases and sentences.

Students can incorporate CD-ROM images into the HyperStudio Stack.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
English Language Arts
Information Skills

Brief Description of Classroom Setting:

Because this is an on-going project, students can work on it throughout the year. If there is only one computer in the classroom, students can be assigned a class time to work on the computer to update their pictionary.

If students work on a class pictionary, one student per day is assigned to enter one word/phrase and to print it.
GREETING CARDS

Classroom Information:
Language: All
Time Needed: Varies depending on language level
Language Level: All
Grade Level: All
Software: Desktop publishing program e.g., The Print Shop, The Writing Center, Kid Pix
Hardware: Computer, printer
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Purpose: Students create a greeting card for the person of their choice.

- Students brainstorm words they find on a greeting card. At this time, the teacher may need to add additional words and/or expressions and may want to review needed grammatical structures.

- If there are no computers in the classroom and if access to the computer lab is limited, students work on their first text draft at their desk.

- Students seek peer-input to make sure the message on their card is comprehensible. They make the needed revisions and check on the accuracy of the spelling and grammatical structures.

- Students go to the computer lab and/or take turns at the computer in the classroom to create their card. At this time they include graphics and drawings.

- Students print their cards and mail them to the intended persons.

Possibilities for Extension Activities:

At the beginning of the year students can be paired and exchange cards for special occasions. To create a bit of excitement, the students would never sign their cards and would only reveal their identity toward the end of the year/semester/9 weeks.
Interdisciplinary Connections:

- English Language Arts
- Computer/Technology Skills (see specific objectives in Desktop Publishing strand)

- Develop in writing an organized summary, composition, report, or article.
Classroom Information:
Language: All  
Language Level: Level IV  
Time Needed: 4 weeks  
Grade Level: Grades 9-12  

Software: Word processing program and/or desktop publishing program, e.g.,  
Microsoft Word, File Maker Pro, PrintShop, PageMaker, the Writing Center, KidPix,  
Print Shop, ClarisWorks.  

Hardware: Computer, printer, copier  

Other Equipment: None  

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:  
- Compose narrations and detailed descriptions in past, present, and future time orally and in  
  writing.  
- Demonstrate understanding and apply information and skills that are common to foreign  
  language instruction and other disciplines.  

Procedures:  
At the conclusion of a unit examining the press and the components of a newspaper, students  
produce their own newspaper during class time using desktop publishing or a word processing  
program. This a long-term project (4 weeks) which is assigned during the last part of the school  
year and which counts as the final exam grade.  

In preparation for this project, students have already read and studied newspapers of the target  
country and have examined the commonalities and differences with American newspapers. They  
have recognized the different writing styles, kinds of articles, as well as cultural elements. They  
have practiced writing headlines, editorials, feature articles as well as ads, cartoons, horoscopes etc.  

The project:  
Divide the class in groups of 4-5 students. Each group produces a newspaper and is responsible for  
organizing the work, assigning role and work to group members, peer editing, and following the  
guidelines.  

Newspaper guidelines  

I. Evaluation  
a. An individual grade is given according to rubric A (included at the end of this lesson) which  
focuses on attention to the task, accuracy, vocabulary, cohesiveness of discourse, and comprehensi- 

Technology: The Common Language, 1999
b. A group grade is given according to rubric B (included at the end of this lesson) which focuses on visual presentation, originality of content, and completeness of the project. This rubric is given to the students before beginning the task.

II. Due Dates
The newspaper is to be typed on the computer using a word processor or desktop publishing program, and 15 copies (one per student) are to be turned in assembled and stapled on the due date. Three class days have been reserved for typing in the computer lab.
(Students enjoy having their own copy of the newspaper especially since students are encouraged to be creative in their reporting of events.)

The first draft is due to me by: (date)
(Some students prefer to turn in their parts as soon as it is completed. This allows the teacher not to be too overburdened at one time, and it gives the students additional time to enter the information in the computer. For my sanity, I encouraged students to hand in their completed portion of the newspaper.)

The final copy is to be completed and ready for distribution by: (date)

III. Components
Each newspaper must have a name, price, motto, and numbered pages and must include the minimum number of articles listed below:

1. 4 Cartoons

2. Emergency Section for firemen, doctors, pharmacies, ambulance services, midwives, and others, if you want.

3. Announcements
   a. 2 death announcements
   b. 1 thank you for sympathy expressed
   c. 6 birth announcements
   d. 3 wedding announcements

4. Weather
   a. national including a weather map
   b. regional/local
   c. tomorrow's forecast

5. Crossword Puzzles
   a. 2 grids, one blank the other with answers written in
   b. clues for the blank grid
6. Games
2 of your choice

7. Ads
a. 10 for sale
b. 10 for rent
c. 10 looking for a job
d. 10 wanted (jobs only)
e. 5 houses or apartments
f. 15 of your choice

8. TV
a. complete programs for one day for 3 channels
b. summary of main programs
c. article on one actor/actress

9. Sports
a. 1 article on soccer
b. 1 article on basketball
c. 1 article on swimming
d. 1 article on a sport mostly associated in the target country
e. 1 article on one athlete
f. 1 scoreboard for the sport of your choice

10. Advertising
a. food advertising for 2 different food stores. Include prices
b. 1 car advertisement
c. 10 advertisements of your choice

11. News
a. 5 foreign news articles
b. 5 regional/local news articles
c. 5 national news articles
d. 3 articles of your choice

12. Horoscope
a. summaries for all signs, include dates and symbols
b. feature a detailed one for the sign of the current month

13. Serial (soap in the paper)
a. condensed summary of the preceding episodes
b. episode of the day
14. Movies and others
   a. 5 movies advertisement minimum, include drawings
   b. announcement of an upcoming artistic event

15. Dear Abby
   2 letters minimum with answers

16. Review of the restaurant of the week

17. Gossip (society) section
   What you want

18. Editorial
   Topic of your choice

Possibilities for Extension Activities:

- Students can present this information in a multimedia format adding sounds, graphics, and animation.

- Students exchange this newspapers with students in other classes, states or countries.

*Note*: Students' newspapers become teaching and motivating tools for the next year's students.

Interdisciplinary Connections:

- Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
- English Language Arts
- Journalism
Rubric A (Individual Grade)

WRITING RUBRIC

Attention to the Task
0 no relevant information communicated by student
1 very little relevant information communicated by student
2 some relevant information communicated by student
3 most relevant information communicated by student
4 all relevant information communicated by student

Grammar (Accuracy)
0 no statements were structurally correct
1 very few statements were structurally correct
2 some statements were structurally correct
3 most statements were structurally correct
4 all statements were structurally correct

Vocabulary
0 no words in Spanish
1 employed minimal vocabulary
2 employed limited vocabulary
3 employed adequate vocabulary
4 employed a variety of vocabulary

Cohesiveness of Discourse
0 incoherent, no evidence of organization
1 barely coherent, no evidence of organization
2 partially coherent, some evidence of organization
3 generally coherent, some evidence of organization
4 always coherent and organized

Comprehensibility of Communication
0 could not understand anything student wrote
1 could barely understand what student wrote
2 could understand some sentences
3 could understand most of what student wrote
4 could understand everything student wrote

Total writing score (Add each circled number and divide by five):

Sample Duplin County. Eighth Grade Assessment (1996).
Rubric B (Group Grade)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality of Content</td>
<td>Basic</td>
<td>Some originality</td>
<td>Very original</td>
<td>Innovative</td>
</tr>
<tr>
<td>Visual Presentation</td>
<td>Messy, layout not visually appealing</td>
<td>No evident planning of layout</td>
<td>Some planning of layout is evident but more work is needed</td>
<td>Visually appealing and professional looking</td>
</tr>
<tr>
<td>Completeness</td>
<td>Many components missing</td>
<td>Some components missing</td>
<td>All components addressed, some minimally</td>
<td>All components fully addressed</td>
</tr>
</tbody>
</table>
Classroom Information:
Language: Latin
Time Needed: 1-2 hours depending on number of computers

Software: PrintMaster Gold, ClarisWorks, Microsoft Works, SuperPrint, PrintShop Deluxe, PowerPoint

Hardware: IBM or MacIntosh computer, color printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Write simple phrases and sentences in Latin.

Procedures:

Two additional objectives addressed in this lesson are the following:
• To take a modern approach to an ancient language.
• To gain an appreciation for the translator’s skills and modern and ancient idioms.

Each student will create an advertisement in Latin for one of the following:

1. an ancient Roman product; or
2. a play about a myth that has been studied.

Students will incorporate technology into the curriculum by using various types of software to complete this assignment. The teacher may want to look over rough drafts in order to ensure a more accurate advertisement. When completed, post advertisements around the room.

Evaluation:
Computer creations will be graded on the following: accuracy, originality, creativity, good use of time.

Possibilities for Extension Activities:

• Students find modern ads with Roman influences (e.g., Excedrin from excedo) and create a scrapbook or collage of these (the collage could also be done as part of a HyperStudio stack; clicking on a special area of the collage would send the user to another card).

• Students create their own names of products and create an ad or poster of the products. Students must name a product for a Latin word or name.
Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
English Language Arts

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).
B. Tool Software

- Word Processing
- Desktop Publishing
- Databases
  - U Are Unique
  - Class Survey
  - Where in the World Is this Language Spoken?
  - Mmm! Good!
  - South and Central American Countries
- Spreadsheets
Classroom Information:
Language: All
Time Needed: 1h 30 min.
Language Level: Beginning
Grade Level: Grades 2-12

Software: Database program such as Microsoft Works, ClarisWorks, FileMaker Pro, Access

Hardware: Computer, overhead projector

Other Equipment: LCD panel or other computer-projecting device, transparencies

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:
This activity serves as an introduction to creating a database and as an explanation about the kinds of information which can be entered in a database. In this activity, students sort themselves by attributes (sex, hair color, eye color, etc.) until they are in a category by themselves. They do so by physically moving around the room. A database is built for them by the teacher and projected on a screen for all to see. At this point, students are involved only in observing the creation of the database and in responding to the TPR commands.

Pre-activities:
- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.
Activity:

- With the teacher directing the discussion, students agree on a series of characteristics to investigate. The teacher or a student records the categories on a transparency. Teacher explains that these categories correspond to the fields on a database. He/she stresses the importance to standardize the terms for the categories/fields to facilitate the sorting and retrieving of data.

- Starting with the whole class, students are asked to separate themselves according to their gender, with each group going to opposite end of the room. Each student orally says: I am a boy (or male) or I am a girl (or female). The teacher, or a student volunteer, begins recording the name of the students in the appropriate field on the database.

- Each of the groups is told to divide itself in two groups according to one attribute (from the original list) they have chosen (brown hair and other color hair, or blue eyes and other color eyes, etc.). The attributes chosen by the two original group need not be the same. There are now four groups in the class. The teacher, or a student volunteer, records the information as students state their characteristic orally.

- All four groups are told to subdivide according to a characteristic (from the original list) chosen by each group. Once again students identify their characteristic orally while it is being recorded on the database. This process continues until students are by themselves.

- When students are by themselves, they return to their desk and write down their particular characteristics (e.g., I am a boy, I have brown hair, I have short hair, I have blue eyes, etc.).

- The procedure might be as follows:
  Can you sort yourselves by gender? How many groups do we have (boys and girls)? Students identify themselves.
  How can you divide each group again? What criteria are we going to use (hair color)? How many groups do we have? Students identify their characteristics.
  How can we divide again? What criteria can we use (eye color)? How many groups do we have? Students identify their characteristics.

- With the complete database projected on a screen, the teacher asks students to select a characteristic so the database can be sorted according to the selected characteristic and to state orally who has that characteristic. (Note: This activity helps students with the concept of plural.)

  * Teacher might want to demonstrate sorting using two categories and a connector “and,” and ask questions orally such as, “Who is a boy and has brown eyes?”

  * Additional language activities can follow. Such questions as “What characteristic is shared by the most students, the least students? What characteristics are the most unique? etc.”

Adapted from Unique U, 1987 AIMS Education Foundation.
Possibilities for Extension Activities:

- Students chart the information and write an explanatory paragraph explaining the information.
- Students can compile a class book with the students’ descriptions and accompanying pictures.
- Students can sort objects by size, color, shape, or animals according to physical attributes.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
Math
Science

Brief Description of Classroom Setting:

One computer to be used by the teacher for demonstration purpose.
Classroom Information:
Language: All
Time Needed:
Language Level: All
Grade Level: Grades 2-8

Software: Database program such as MicrosoftWorks, ClarisWorks, FileMaker Pro, Access

Hardware: Computer, printer

Other Equipment: LCD panel or another projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

In a previous oral class activity on dates and seasons, students have asked and answered the following questions: When were you born? In what season were you born? Where were you born? What city? What state? They have practiced asking and answering questions in a variety of ways, some of them including class bingo.

Pre-Activities:

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs; the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.
Activity:

- The class creates a database using the above questions stated in the target language to determine the fields, e.g., Year of birth, Month of birth, Day of the month when born, State of birth, City where born, Season of birth. The creation of the database takes place in the classroom with the teacher talking through what he/she is doing as he/she identifies the different fields. Computer screen is visible to students via a LCD panel or other projection device.

- Students enter their individual record in the database. This step takes a long time (one class period) as students enter their information one by one. Teacher can use the time to work on another related activity such as the teaching of new vocabulary and/or expressions which will be needed later on with this activity.

- Students form groups of 3 or 4. Using the Sort function, each group of students is assigned a field and is asked to produce a report based on the data. (Groups of students rotate to use the computer and to retrieve the data. As one group finishes, it can begin working on the follow-up activities.)

- Each group makes a graph or a chart to represent the information. Graph and/or chart can be made on paper or can be made using a computer-graphing program if available.

- Each group writes a summary of the report and presents the information orally to the class. (Teachers may choose to teach mini lessons prior to this step to review the students’ use of certain needed language structures.)

Possibilities for Extension Activities:

- Charts and graphs can be made on the computer using a spreadsheet program.
- Summary can also be entered on the computer using a word processing program.
- Students can make a HyperStudio presentation importing graphs and incorporating text.
- Students compare their information with the information gathered by another class.
- A more detailed database can be created to include color of hair, eyes, first names, etc.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
English Language Arts
Math

Brief Description of Classroom Setting:

One computer. Groups of students take turns at the computer while others work on follow-up activity.
WHERE IN THE WORLD IS THIS LANGUAGE SPOKEN?

Classroom Information:
Language: All
Time Needed:  
Language Level: Beginning to Intermediate
Grade Level: Grades 6-8

Software: Database program such as MicrosoftWorks, ClarisWorks, FileMaker Pro, Access

Hardware: Computer with Internet access for research

Other Equipment: LCD panel or other projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources.
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

Pre-Activities:
- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)
- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.
- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

Activity
- In a class discussion, students elicit the kinds of information they would like to collect related to the following topic: Where is the World is This Language Spoken? Students might include location, population, government, climate, etc. The important point is that the students themselves determine what they want to know about that specific topic.
Once students have generated categories$fields, they name the different fields which will be used to enter, search, and retrieve data from the database, and they create the class database (a student volunteer might want to demonstrate this activity). An LCD panel or other projection device might be used for all to follow the process.

Students, individually, in pairs or groups, are assigned one country and conduct the data-gathering phase in a variety of ways. They may be involved in asking each other questions, or they may resort to researching encyclopedia, books, CD-ROMs, the Internet, etc. They evaluate the information and determine which information is relevant to their task. Students take notes in the target language.

Students, individually, in pairs or groups use their notes to enter the data by taking turns at the computer.

Students sort the data and retrieve the information according to selected fields (e.g., location, special foods, etc.).

Students prepare a written report on their data accompanied by charts and/or graphs and by a map.

Students present their information orally or using a presentation program such as HyperStudio or PowerPoint.

Possibilities for Extension Activities:

Students create charts using a spreadsheet program. They enter the accompanying explanatory text using a word-processing program.

Students prepare a multimedia presentation with HyperStudio or PowerPoint.

Students chart all the places where the target language is spoken on one map.

In different locations in the school, they display information about the different countries speaking the target language to develop an awareness of the global reach of the target language.

Students share their findings with students in feeder schools during foreign language week and/or during pre-registration.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
English Language Arts
Information Skills
Social Studies
Brief Description of Classroom Setting:

One computer in the classroom. As a group works at the computer, other groups are engaged in researching needed information.
Classroom Information:
Language: All  
Time Needed: 1-2 weeks  

Language Level: Beginning-Intermediate  
Grade Level: Grades 4-12

Software: Database program such as MicrosoftWorks, ClarisWorks, FileMaker Pro, Access, multimedia program such as HyperStudio, PowerPoint

Hardware: Computer with Internet access (optional)

Other Equipment: Printer, graphic organizer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

- As an introductory activity, students, alone, in pairs or groups, brainstorm all the different kinds of food people eat. Using a graphic organizer, they organize the list generated during the brainstorming activity. One or two groups display their organizer for the class to see and explain their reasons for organizing the food the way they did.

- Teacher makes the parallel between the categories on the graphic organizers and the fields in a database.

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.
• Students are instructed to take a personal inventory of all the food found in their house. They select the different fields they want to include in the database (e.g., vegetables, deserts, meats, dairy products, color, nutritional value) and they create a database that catalogs the different kinds of food found in the refrigerator and the kitchen.

• Students enter their data in the database. Using the Sort function, they organize data according to selected fields.

• Based on their food inventory, students make a grocery list of additional foods needed to plan a special event. Some students could be assigned food for a camping trip; others, food for a family reunion, etc.

• Students prepare a report of what they presently have on hand and what they need to purchase for their meal function.

Possibilities for Extension Activities:

• Students estimate how much money from the target culture they will need to purchase the products on their list. They verify their predictions and report to the class.

• Based on their food inventory, students plan a healthy meal.

• Using the Internet, students research specific foods associated with targeted countries.

• Students download a recipe from the Internet, and prepare the dish for class consumption.

• Students prepare a HyperStudio or a PowerPoint presentation outlining the different steps for preparing their special dish.

• Students compile a class recipe book of all the recipes they have downloaded from the Internet.

Interdisciplinary Connections:

Computer /Technology Skills (see specific objectives in Database strand)
English Language Arts
Nutrition
Social Studies

Brief Description of Classroom Setting:

Computer lab is the ideal situation for this project. Students are expected to complete as much of the work as possible in the classroom (graphic organizers, selecting fields for the database, etc.).
South and Central American Countries

Classroom Information:
Language: Spanish  Language Level: Beginning
Time Needed: 1-2 classes  Grade Level: Grades 5-12

Software: Prepared database on South and Central American Countries
Hardware: Computer
Other Equipment: LCD panel or computer projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Summarize orally and in writing main idea(s) from selected material.
- Locate on a map or globe target countries and their capitals, and identify their major geographical features.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This activity gives students an overview of South and Central American countries while affording them the opportunity to practice using number, comparatives and superlatives. Students use a prepared database on South and Central American Countries.

Pre-Activities:
• Using a map of Central and South America, students identify countries north, south, east, and west. They also review such concepts as to the right, to the left, close to, far from.

• Discuss the concept of a database and review examples of databases (e.g., the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases).

• Discuss the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

• Use the prepared database from the lesson to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.
Non-Computer Portion Activity:

- Divide the class into groups of five students. Give each group five B-I-G cards (index cards with facts about South and Central American countries relating to size and space to complete the data on the card.) See Figure 1.

<table>
<thead>
<tr>
<th>B-I-G Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Capital</td>
</tr>
<tr>
<td>Population</td>
</tr>
<tr>
<td>Density</td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Type of Government</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Highest Elevation</td>
</tr>
</tbody>
</table>

Figure 1

- Have the students research the information to complete their cards. They might use their textbooks, an atlas, an almanac, and resources in the media center.

- After the cards are completed, have the student groups use their cards to identify the terms: database, file, record, field. Suggestion: Use cooperative learning strategies of “Turn to Your Partner” or “Stand and Share.”

- Discuss the types of information that they can obtain from this database (e.g., country with the greatest area, country with the highest elevation).

- Ask the student groups to arrange the cards from biggest to smallest for:
  
  a. country area
  b. highest elevation
  c. population

- Conduct a quick review of how to say large numbers in the target language.

- Have the groups read the names and state the corresponding number for the area, elevation, and population of the countries for each grouping. Additional language activities can ask the students to say “The biggest country is....., the smallest country is....., .... is smaller than....., .....is larger than.....”
Computer Portion Activity

- Demonstrate how to open the database file, move among records and fields, and enter and edit data in fields.

- Have the student groups enter the data from their Country B-I-G cards into the corresponding database record. Note: Some of the information for each state will already be entered. Since different reference sources may contain slightly differing information, have the students edit any fields of given information from which they found other values. In addition to correcting (editing) their typing mistakes, making these changes in data will be additional practice in editing. Remind them to save their work.

- Have the students combine all their B-I-G cards into one group. Compare this database of cards to the computer database by asking two pairs of students (one using the B-I-G cards and the other using the computer database) to find the records for the country with the “biggest......” (select field of your choice).

- Ask the students to compare the information to make sure the same country was chosen from both databases. Make a sufficient number of comparisons for the students to be able to find the information as easily in the computer database as in the card database.

Lesson adapted from Computer Skills Curriculum - Databases, 4-8.

Possibilities for Extension Activities:

- Students can be asked to sort from largest to smallest, or by alphabetical order and report orally to the class.

- Students conduct additional research on their country of assignment using a variety of resources.

- Students create a multimedia presentation to share the information with their classmates and others.

- Students pretend that they are travelling in one of the above countries. They send a postcard home, telling them where they are, where they are going as well as several things about the country they are visiting.

- Students send a letter to an embassy asking for information about the target country.

- Students write 5 questions they would like to ask someone from that country. Questions are e-mailed or shared with a native speaker who responds in person or via audiocassette.
Interdisciplinary Connections:

- Computer and Technology Skills (see specific objectives in Database strand)
- Information Skills
- English Language Arts
- Social Studies

Brief Description of Classroom Setting:

Computer lab is best suited for this activity. However, students can complete the majority of this lesson in the classroom while the teacher demonstrates on a computer via a LCD panel or other projection device.
B. Tool Software

• Word Processing
• Desktop Publishing
• Databases
• Spreadsheets

• Measuring Heat Energy
• Class Picnic Budget
• Vocabulary Review/ Deductive Reasoning
Classroom Information:
Language: All
Time Needed: Varies

Language Level: Beginning
Grade Level: Grades 3 and up

Software: Spreadsheet program such as ClarisWorks, Excel, Microsoft Works

Hardware: Computer, LCD panel or other projection device

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This lesson is an introduction to the concept of spreadsheet and charting.

- Use a Celsius thermometer to measure the temperature outside the classroom every time the class meets for one month. Let the students make the measurements and record their data.

- Discuss with the students the variety of graphs (pie, bar, physical, dot, line, etc.). Ask the students to select the graph that would best represent their data and ask them to make a paper graph.

- At this time, the teacher or a student enters the information from the students’ graphs into the spreadsheet as the rest of the class follows the work projected on a screen. As the information is entered, students answer questions about the hottest day, the coolest day, the number of days above a given temperature, etc. Teacher reviews and/or introduces new vocabulary and structures needed to talk about the upcoming graph.

The class makes a graph based on the information from the spreadsheet and the teacher continues asking students questions.
• Explain how the completed graph can show the temperature changes for one month.

• Students, using their own graphs write a few sentences explaining their graphs.

Note: This activity is an especially effective way to introduce students to Celsius.

This lesson is adapted from Science Activities for the Teacher Handbook, Grade 2. NCDPI, 1990.

Possibilities for Extension Activities:

• Chart the temperature changes during different days throughout the school year. Compare the differences among the charts to show how temperatures also change with each season.

• Address the differences in temperatures and seasons between the northern and the southern hemispheres.

• Research the Internet to find out equivalent temperatures in a city in the southern hemisphere and share this data with another site.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Spreadsheets strand)
Science
Social Studies
Math

Brief Description of Classroom Setting:

One computer used in front of the class for presentation purposes.
**CLASS PICNIC BUDGET**

Spreadsheets

**Classroom Information:**

*Language*: All  
*Language Level*: Beginning-Intermediate  
*Time Needed*: One class period  
*Grade Level*: Grades 6-12

**Software**: Spreadsheet program e.g., *ClarisWorks*, *Excel*, *Microsoft Works*

**Hardware**: Computer

**Other Equipment**: LCD panel or other projection device

**Specific Objective(s) of the Lesson from the NC Foreign Language SCS:**

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

**Procedures:**

**Pre-Activities:**

- Brainstorm food items as a class activity. Ask students to organize the generated words into categories which make sense to them using a graphic organizer or other means. Have students share their work with the class.

- Tell the class you are planning a class picnic and need to make a list of the food needed and expense involved.

- Show students some samples of paper spreadsheets (e.g., grocery store receipts, gradebook, statistics).

- Ask students to list some characteristics of the sample paper spreadsheets (e.g., lots of numbers, rows and columns).

- Show the students a sample spreadsheet of foods from the target culture (e.g., column A = number of items, column B = description of items, column C = price), and discuss the kinds of things found in each column, row, cell, formula, etc.
**CLASS PICNIC BUDGET**

continued...

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item #</td>
<td>Description</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Bread</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Jelly</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>Milk</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Total:</td>
</tr>
</tbody>
</table>

- Ask questions such as:
  - How much does the milk cost?
  - What costs $1.85?
  - What is more expensive, the jelly or the milk?
  - What is the total price?
  - What is the least expensive food item? How much is it?
  - How many containers of milk do we have?
  - How much does 1 jar of jelly cost?
  - What is in B2, C1, etc.?

*Note: Teachers may want to incorporate an additional column with prices in the target country.

**Activity:**
- Organize students in groups of four and ask them to create a database similar to the one used for demonstration. Ask them to plan a class picnic to take place at a specified date and time. Students might want to talk through what they will need and to research the actual prices of the items prior to creating their database.

  Language teachers might want to change from a class picnic to a banquet, sampling the food from the target countries. Students would then be responsible for collecting money, selecting the menu, purchasing the food, and cooking it.

- Students compare and contrast food prices. Is it more expensive in the US or in the target country. (This step goes beyond converting from dollars to the target monetary system. It involves researching how much those items actually cost in the target culture.)

Lesson adapted from *Computer Skills Curriculum - Spreadsheets*, NCDPI.
Possibilities for Extension Activities:

- Students write a review of their meal.
- Students organize a banquet and sell tickets to community members, parents, administrators, etc.
- Plan a trip to a target country and create a spreadsheet of the estimated costs.

Interdisciplinary Connections:

Computer /Technology Skills (see specific objectives in Spreadsheets strand)
English Language Arts
Math

Brief Description of Classroom Setting:

Groups of 4 students per computer if computer access is limited. In class, demonstration involves one computer with a projection device to display the information for all to see.
VOCABULARY REVIEW/DEDUCTIVE REASONING

J. Michele Burnette, Mills River School, Henderson County

Spreadsheets

Classroom Information:
- **Language**: Spanish
- **Time Needed**: 5 classes
- **Language Level**: Beginning
- **Grade Level**: Grades 4-5

Software: Spreadsheet program e.g., *ClarisWorks, Spreadsheet Document, Excel, Microsoft Works*

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:
Specific objectives for this lesson include:
1. To review vocabulary
2. To practice listening, reading, writing, and speaking
3. To engage students in deductive reasoning skills
4. To help students use a spreadsheet.

- All students enjoy this activity. We spend *one class* writing together very simple deductive reasoning problems. Using a blank chart (see attached sheet) on board or overhead (which will later be transferred to a spreadsheet on the computer), we choose a topic, such as clothing, colors, ages, countries, body parts, emotions, etc.

Fill in first column with names of people, animals, countries, etc. Then decide what you want someone to figure out about this list. It could be how they are feeling, where they live, habitats for animals such as woods, water, jungle, house, farm, etc. Decide a category and put names across the top. Match them up and then have students write clues in the target language. As each clue is given, put an x in the space that will not apply to that person. If it gives you a direct clue put an “O” in that space and x’s in all the spaces around him (for example: if Maria is wearing green you can put an x beside her name for all the other colors and an x for all the other names under green). Continue this way until you have every person figured out using as few clues as possible.

Technology: The Common Language, 1999
• Second class: Students have been encouraged to try some of these at home, and in class, they pair up and try to write one. Collect their work and make sure they have done their work correctly.

• Third class: Instruct students in using the spreadsheet (presentation system is great. If a presentation system is not available, children sit in the floor in front of the computer). Sometimes the classroom teacher may have time and be willing to give them a little preview of the spreadsheet document. We learn the most simple spreadsheet skills. We enlarge the width and height of the cells, count out 7 cells down and 7 cells across, fill in names and categories and type the problem we want to solve in a question form in the header section at the top. The 4 or 5 questions are typed on a regular ClarisWorks document.

• Fourth class: I have made sure that at least one student knows how to make the chart using the spreadsheet, and the students start making their own charts, two students on each computer while I go on to another unit.

• A class a couple of weeks later: The best part of this activity is the presentation of their problems. When all students have a copy of their problem I make overhead transparencies of them, and each pair of students presents. These are all done in the target language. Students interact a lot as they figure out the problem together. When it is all solved they will ask, “What color is Jane wearing? Is Susan wearing a red shirt? Who is wearing a black shirt, etc.”

This is a fantastic review of vocabulary because typically there will be about a dozen problems in each class, each on a different topic. The students love this activity because they think they are so smart, and actually, I think they are too!!!

Possibilities for Extension Activities:

• Topics can be expanded to include social studies, math, literature, etc.

• These deductive reasoning problems can be worked with the third grade. They provide a good experience in preparation for creating them in the fourth and fifth grades.

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Spreadsheets strand)
English Language Arts
Math (problem-solving)

Brief Description of Classroom Setting:

One computer in the classroom and two in the Media Center.
¿De qué color es la camisa de cada estudiante? (Each student has different color shirt)

<table>
<thead>
<tr>
<th>Name</th>
<th>amarillo</th>
<th>azul</th>
<th>negro</th>
<th>gris</th>
<th>cafe</th>
<th>verde</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Marcos</td>
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<td></td>
</tr>
<tr>
<td>David</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Clues:
Jane does not have a yellow or black shirt.
Marcos has a green shirt.
Miguel, Jane, and Maria do not have gray shirts.
Susan has a brown shirt.
Maria does not have a yellow shirt.

Steps to solving problem:
1. First clue: Jane does not have a yellow or black shirt. (Put an x in the boxes next to Jane under yellow and black.)

2. Marcos has a green shirt. (Put 0 in box under green and x's in all the rest of the boxes under green and in the color boxes beside Marcos.)

3. Miguel, Jane and Maria do not have gray shirts. (Put x's in the boxes under gray next to these.)

4. Susan has a brown shirt. (Put 0 in box under brown next to Susan and x's in all other color boxes next to Susan and under brown. This leaves only one space under blue next to Jane, so Jane is wearing blue. Put an 0 next to Susan and x’s all the way down under blue.)

5. Maria does not have a yellow shirt. (Put an x beside Maria under yellow. Now we know she has to be wearing black because it is the only empty case. Put an 0 under black for Maria and x’s under black for the other people. Now we know that Miguel is wearing yellow because there is only one blank case left. Put an O there and x’s in empty spaces under yellow. Then we know that David is wearing gray.)