



PÉLIQ-AN

Programme
d'échanges linguistiques
intra-Québec

approche nouvelle

Activity Guide

Foreword

As technology is becoming more and more a part of the classroom, we thought that it would be useful to provide a supplement to the Workbook of the Québec linguistic exchange program—a new approach, specially designed with the goal of integrating information and communications technologies (ICT) into each of the suggested activities.

This document is intended to be a support tool for teachers carrying out language exchange programs with their students. It offers educational activities to encourage oral and written communication between the two groups of students participating in the exchanges. These activities could help break the ice during the initial contact between the two groups and stimulate subsequent exchanges, whether face to face or virtual.

The suggested activities are aligned with the Québec Education Program and designed for use in the following Elementary Cycle Three programs: Français, langue d'enseignement; Français, langue seconde (immersion); English Language Arts; and English as a Second Language (in the English workbook). They can, however, be easily adapted for other cycles.

We invite teachers to draw on this workbook as they wish, to use the simple and friendly activities in it or to adapt them to their students and the available tools.

The workbook is a perfect planning tool, useful in developing as well as evaluating student competencies.

Acknowledgements

Many people were involved in creating this workbook. In particular, we would like to thank Diane Alain, Nathalie Couzon, Nadia Laurendeau, Manuela Pasinato and Michael Pellegrin.

Explanatory notes

- Given that ICT are evolving rapidly and that applications and software are being updated constantly and can even disappear, the applications and software named in this document are provided for information purposes only. A list of applications and software is available on the Péliq-An Web site at <http://peliqan.ca> under the Technological Tools tab. Applications or software with the same functionality can be substituted for those suggested. This is also why we have not provided any Web links.
- The first step for teachers planning to use ICT in the classroom is to become informed about policies relating to copyright, publication and distribution rights. Teachers should also be aware of the pedagogical process required for the effective use of ICT for teaching (see Appendix A).
- It is strongly suggested that teachers read the glossary before using the workbook to become familiar with the vocabulary used in the activities.
- The number of students per working team is left to the teacher's discretion.

Working document

Glossary

App or Application: application designed for mobile devices

L1: first-language class

L2: second-language class

Paired partner: partner in the other class

Paired team: group composed of L1 and L2 students

Program: a list of instructions for a computer

Recording of a screencast: digital recording of an activity on the screen of a computer or mobile device

Screenshot: photo taken of the content appearing on the screen of a computer or mobile device

Teachers: the two teachers who are participating in the linguistic exchange

Team: group of students from the same class

Web application: application accessible through a Web browser

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Activities

I Change, You Change, He Changes

Suggested materials

 interact

 read/listen

 produce

- ✓ Web applications: Glogster, Skype
- ✓ App: Skype

Description

The object of this activity is to design a digital poster encouraging people to change their behaviours and attitudes with regard to a given issue (e.g. the environment, safety, violence, consumerism). It is carried out as a shared L1-L2 activity.

Procedure

- ▶ The teachers choose a public issue that is in the news, one that calls for changes in behaviours, actions and attitudes, and then explain the object of the activity and the task to be carried out. They give the students Web sites to consult for their research (e.g. newspaper articles, photos, videos) or search for these sites with them.
- ▶ The teacher begins a class discussion on issues and actions to be taken to encourage people to change their behaviours and their attitudes with regard to the chosen issue.
- ▶ The teachers and students look at a variety of posters on Glogster or elsewhere. They discuss the structure and elements required to create a poster.
- ▶ The teacher explains to the students how to use the Glogster Web application recommended for creating the poster.

Note: The posters created using Glogster remain private until they are published. Glogster automatically creates a Web address for each poster. This link can be shared even before the poster is published, enabling the shared task to be carried out.

- ▶ To guide the collaborative work between the two classes, the teachers must determine the exact content to include in the poster (e.g. video tracks, texts, sound tracks, photos) and establish a schedule that includes periods of individual work and group work.
- ▶ During a videoconference organized using a Web application such as Skype, the paired partners brainstorm and pool subjects that interest them. Together, they choose the theme to develop in creating the poster.
- ▶ The paired partners establish a work plan that follows the instructions given by the teachers and divide up the tasks to be done (e.g. presentation of a preliminary design, revision of the preliminary design, approval of the preliminary design, revision of the content, linguistic revision, final production, publication, distribution).
- ▶ The paired partners decide which of the two will begin the poster.
- ▶ The designated student starts the poster using the Glogster Web application. He or she saves the document and sends its Web address to his or her paired partner, who continues the work on the poster. These exchanges continue until the poster is ready to be published.
- ▶ The poster created is presented at a meeting of the two classes, using a projector or interactive whiteboard.

Further learning activities

Change the objective and the subject matter (e.g. to inform, entertain). Each of the paired partners must carry out his or her search for information. When the two classes meet, the paired partners share the information they found and produce a poster. Once the poster is completed, they present it to the two classes.

Differentiation

Reduce the expectations (e.g. only use photos and a sound recording).

Competencies

English as a Second Language	English Language Arts
<p>1. To interact orally in English</p> <ul style="list-style-type: none"> a) The student reacts to messages using strategies b) The student takes the initiative to transmit oral messages using strategies c) The student maintains oral interaction using strategies <p>2. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>3. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when reading and listening to literary, popular and information-based texts b) To construct meaning by applying appropriate reading strategies <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing <p>3. To represent her/his literacy in different media</p> <ul style="list-style-type: none"> a) To follow a production process in order to communicate for specific purposes to a specified audience <p>4. To use language to communicate and learn</p> <ul style="list-style-type: none"> a) To apply her/his knowledge of linguistic structures and features b) To use language (talk) to communicate information, experiences and point of view

This is Our Town!

 interact

 read/listen

 produce

Suggested materials

✓ App: PhotoCard

Description

The object of this activity is to write a post card about an important element in the student's neighbourhood or area to introduce his or her paired partner to his or her part of the province.

Procedure

- ▶ Using examples of post cards, the teachers explain the structure, content and textual organization of a post card.
- ▶ The teachers show their students how to write a post card using an app like PhotoCard for creating post cards.
- ▶ They provide the students with a bank of five to ten digital images that illustrate the architectural heritage of the neighbourhood or the area.
- ▶ As a class, the students pool their knowledge of the chosen cultural references (e.g. statue, bridge, building, park, restaurant).
- ▶ Using the PhotoCard app, each student inserts a photo, writes the text for the post card and tells the story or explains the importance of the chosen cultural reference.
- ▶ The teacher or a classmate reads and corrects the texts.
- ▶ The post card is sent to the paired partner, who reads it.

Further learning activities

Following a class meeting, the students send each other post cards in which they describe the highlights of the day.

Differentiation

- ▶ Brainstorm the vocabulary that would be useful for writing a post card: nouns, verbs and adjectives.
- ▶ Provide students with samples of sentence structures used in post cards to help them with their writing.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when reading and listening to literary, popular and information-based texts b) To construct meaning by applying appropriate reading strategies <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing <p>3. To use language to communicate and learn</p> <ul style="list-style-type: none"> a) To use language (talk) for learning and thinking b) To apply her/his knowledge of linguistic structures and features c) To interact in collaborative group activities in a variety of roles d) To use language (talk) to communicate information, experiences and point of view

Creating Haiku

 interact

 read/listen

 produce

Suggested materials

- ✓ Apps: Pages, Educreations, ShowMe or ScreenChomp, Skype
- ✓ Web application: Skype

Description

The object of this activity is to create a teaching and learning situation between the two classes. First, the L1 students explain to the L2 students how to write a haiku, using an app that allows activities to be recorded onscreen. The L2 students then use this information to create a haiku.

Procedure

- ▶ The L1 teacher presents examples of haiku poetry and, with the students, looks at how they are constructed.
- ▶ The teacher shows the students how to write a haiku.
- ▶ Together, they brainstorm possible subjects to include in their production.
- ▶ Each student produces a haiku and shares it with a classmate.
- ▶ The teacher meets each team of two. Together, they comment on the productions.
- ▶ Following this task, the L1 students, in teams of two, design a lesson that explains to the L2 students what a haiku is and how to write one. They must take their audience into account, in other words, use simple sentence structures and vocabulary that is appropriate for the L2 students. They use the Pages app to write their lesson and take a screenshot of their production.
- ▶ Next, they use a screencast recording app like Educreations to record their lesson. The teacher ensures that the instructions given are clear. The L1 teams can also revise their lessons by themselves and make the necessary improvements.
- ▶ In teams of two, the L2 students watch the lesson.
- ▶ As a class and with the teacher's help, the L2 students pool their understanding of the lesson and make a synthesis of the rules for composing a haiku.
- ▶ In teams of two, the L2 students write a haiku using the Pages app. They e-mail their production as suggested by Pages.
- ▶ The L1 students read the haikus produced and provide their comments, in accordance with the established criteria, by e-mail or using a videoconference Web app like Skype.
- ▶ At the end of the activity, the productions of each class can be printed and assembled in a book for the class library.

Further learning activities

Use the same applications, Pages and Educreations, to prepare a teaching and learning situation in which L1 students explain noun-verb agreement in a way that meets the needs of the L2 students. The L2 students prepare a grammar lesson for the L1 students. The latter comment on the lesson and suggest improvements to help ensure proper understanding of the concept presented.

Differentiation

- ▶ Team students who have difficulty writing with those who have strong skills, or have them write a poem with fewer textual constraints.
- ▶ Brainstorm the vocabulary needed to write a haiku on the chosen theme(s).

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <p>a) The student prepares to listen to and read texts using strategies</p> <p>b) The student demonstrates understanding of oral and written texts using strategies</p> <p>c) The student carries out meaningful tasks using strategies</p> <p>2. To write texts</p> <p>a) The student prepares to write texts using strategies</p> <p>b) The student composes texts using strategies</p> <p>c) The student revises his or her texts using strategies</p>	<p>1. To read and listen to literary, popular and information-based texts</p> <p>a) To use a response process when reading and listening to literary, popular and information-based texts</p> <p>b) To construct meaning by applying appropriate reading strategies</p> <p>2. To write self-expressive, narrative and information-based texts</p> <p>a) To use writing as a system for communicating and constructing meaning</p> <p>b) To follow a process when writing</p> <p>3. To use language to communicate and learn</p> <p>a) To use language (talk) for learning and thinking</p> <p>b) To apply her/his knowledge of linguistic structures and features</p> <p>c) To interact in collaborative group activities in a variety of roles</p> <p>d) To use language (talk) to communicate information, experiences and point of view</p>

Images and Words

 interact

 read/listen

 produce

Suggested materials

- ✓ Web application: Dropbox
- ✓ Apps: StoryBuddy, Dropbox

Description

The object of this activity is to produce a group story in book format.

Procedure

- ▶ The teachers explain to the students that they are to produce a group story with a paired team.
- ▶ To prepare the students to carry out the task, the L2 teacher shows them illustrated books that have no text and presents them in class. He or she can review the concepts of narrative plot and coherence that are present, even though there is no written text.
- ▶ The teacher shows the students how to choose and organize images to create a story without text.
- ▶ In teams, the L2 students choose images from the Web or take photos and create a story using a digital storyboard.
- ▶ Once the storyboard is finished, the students save the images, number them and send them to the L1 paired team.
- ▶ The paired team assembles these images in a book creation app like StoryBuddy and add text to complete the story.

Note: The choice of images will guide the students in selecting the genre for the text (e.g. graphic novel, documentary, fiction).

- ▶ Once the text is written, revised and corrected, the book is published in digital format and e-mailed to the L2 paired team. If the document is too large, it can be uploaded to a document-sharing site like Dropbox.
- ▶ The paired team reads the book it received and e-mails its comments on the final product.

Further learning activities

The students in one class write the text and the students in the other class have to find photos or images to illustrate this text.

Differentiation

Models of texts can be given to students to help them write the story.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when reading and listening to literary, popular and information-based texts b) To construct meaning by applying appropriate reading strategies <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

How About That!

 interact

 read/listen

 produce

Suggested materials

- ✓ Web application: Vocaroo
- ✓ App: QuickVoice

Description

The object of this activity is to create a question-and-answer game using a voice recording application. It can serve as an icebreaker or take the form of a rapid-fire questionnaire, possibly as a game.

Procedure

- ▶ The teachers explain to the students that they are to prepare questions about facts, phenomena, idiomatic expressions and so forth (e.g. Why does the earth revolve around the sun? What do you think about the damage caused by the last tsunami? Why do we say, “It’s raining cats and dogs?”).
- ▶ With their class, each teacher models possible questions and asks the students to answer them orally.
- ▶ In teams, the students of both classes prepare their questions and record them using a Web voice recording application like Vocaroo.
- ▶ In each class, the students first share their productions with each other to ensure that their messages are understandable, audible and clear. They then make any necessary corrections.
- ▶ The students e-mail their productions to the paired teams as suggested by Vocaroo.
- ▶ Each paired team listens to the message, discusses and chooses an answer to the question. Using the same application, it records its answer and transmits it to the senders.
- ▶ Each paired team sends feedback about the answer they received.

Further learning activities

The L1 class records tongue twisters. The L2 students have fun saying them in class.

Differentiation

- ▶ For students who have difficulty with pronunciation, ask a classmate to model the text that will be recorded.
- ▶ Provide model questions and answers.

Competencies

English as a Second Language	English Language Arts
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Now Explain That to Me

 interact

 read/listen

 produce

Suggested materials

✓ Apps: Notes or Pages and ShowMe or Educreations

Description

The object of this activity is to correct texts. The L1 students are to correct the texts of their L2 paired partners and suggest improvements.

Procedure

- ▶ After choosing a topic and a purpose and establishing the evaluation criteria, the L2 teacher asks his or her students to write a text using a writing app such as Pages.
- ▶ To do this, the teacher shows the students how to write a text using the app and how to make a screenshot of that text.
- ▶ He or she also shows the students how to share this image (screenshot) by e-mailing it to the L1 teacher.
- ▶ The L2 students produce a short text on a topic of their choice, take a screenshot of it and send it to their paired partners.

Note: The L2 teacher targets specific elements of sentence grammar and text grammar for the students to work on (e.g. validation of text organizers, verification of the verb tenses used). These elements will guide the L1 students as they correct the texts produced by the L2 students.

- ▶ Using the text received from the L2 teacher, the L1 teacher shows his or her students how to insert the image received into the Educreations app. He or she explains how to correct the text in accordance with the elements of grammar targeted by the L2 teacher.
- ▶ The L1 students insert the image of the text into the Educreations app. They make corrections and suggestions for improving the text and save their work.
- ▶ The L1 teacher meets with each student to validate the corrections and suggestions made.
- ▶ The students e-mail their corrections as suggested in Educreations.
- ▶ The L2 students look at the corrections and suggestions, and modify the texts that they had previously saved in Pages.
- ▶ The L2 teacher meets with his or her students individually to learn the reasons for the changes to their texts in order to better comprehend and evaluate their progress.

Further learning activities

The L2 students produce short texts and send them to the L1 students who are to enrich the texts by adding, substituting and eliminating elements (e.g. adjectives, adverbs, synonyms).

Differentiation

Provide a vocabulary list for the L2 students who have difficulty writing and ask them to produce a shorter text or to write simple sentences.

Competencies

English as a Second Language	English Language Arts
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Here I Am!

 interact

 read/listen

 produce

Suggested materials

- ✓ Paper and pencils
- ✓ App: ScreenChomp or Educreations

Description

The object of this activity is to orally describe an object or a place so the students' paired partners can get to know them better.

Procedure

- ▶ The teachers brainstorm with their students. Together, they draw up a list of things or places that help them introduce themselves.
- ▶ From the list, the students choose an object or a place that represents them. They can take a photo, find an image on the Web or scan their own drawing of the object or place.
- ▶ The teachers and their students brainstorm the vocabulary and sentence structures that could be useful in formulating an accurate and clear description of the selected object or place. Writing and evaluation criteria are established to guide the partners in evaluating the productions.
- ▶ The teacher models the type of text expected using an image he or she has selected to represent himself or herself.
- ▶ On paper or using a computer, the students write a description that will enable the paired partners to get to know the object or place chosen.
- ▶ The teachers show the students how to insert an image and record a text using a screencast recording app like ScreenChomp.
- ▶ The students insert their images and record their texts.
- ▶ The production is e-mailed, as suggested in ScreenChomp, to the paired partner.
- ▶ Each partner views the production and sends an assessment to his or her paired partner in accordance with the criteria established at the start of the activity, by e-mail, by videoconference or in person at a meeting.

Further learning activities

The students share an important moment in their lives by producing a new description of an object or place using ScreenChomp.

Differentiation

Allow students who have difficulty expressing themselves aloud to practise saying their text with a classmate, prior to the recording.

Competencies

English as a Second Language	English Language Arts
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Anywhere in the World

interact

read/listen

produce

Suggested materials

- ✓ Paper and pencils
- ✓ App: PhotoCard

Description

The object of this activity is to design a post card that will serve as a basis for writing a story.

Procedure

- ▶ The L2 teacher reads a novel that spans the globe (e.g. *Around the World in Eighty Days*).
- ▶ With help from the teacher, the class lists the places named in the novel.
- ▶ Each student chooses from the list a place that he or she would like to visit.
- ▶ The student searches for information on the chosen place and photos of it.
- ▶ Using models, the teacher reviews post card text organization with the students.
- ▶ Using the PhotoCard app, each student writes a post card based on the information gathered. He or she describes a memorable moment in his or her imaginary voyage.
- ▶ The L2 students send their post cards to their paired partners.
- ▶ Each paired partner reads the post card he or she received.
- ▶ Using examples of stories, the teachers and L1 students analyze and identify the characteristics of this type of text.
- ▶ The teacher asks his or her students to write a short adventure story based on the post card received.
- ▶ When the story is finished, each L1 student sends it to his or her paired partner, who reads it.

Further learning activities

After holidays such as Christmas, Easter and Thanksgiving, ask the students to bring in a photo taken during the holiday and use it to write a post card describing what they did.

Differentiation

- ▶ Ask the students to record the text that accompanies the imaginary voyage, using the PhotoCard app.
- ▶ Provide a list of vocabulary to support certain students in their writing task.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when reading and listening to literary, popular and information-based texts b) To construct meaning by applying appropriate reading strategies <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

Who Am I?

 interact

 read/listen

 produce

Suggested materials

- ✓ Web application: Vocaroo
- ✓ Program: Microsoft Word
- ✓ App: Dropbox

Description

The object of this activity is to write a riddle to introduce the paired partner to something.

Procedure

- ▶ The teachers brainstorm with their students about objects that could represent them.
- ▶ Using various examples, they look at the structure of a riddle with the students. Once the observations have been pooled, the teachers write a riddle with their students.
- ▶ They show the students how to record a text using a Web voice recording application like Vocaroo.
- ▶ In each class, each student chooses an object that represents him or her and writes a riddle to help his or her paired partner guess what it is.
- ▶ The text produced is reviewed by the teacher or a classmate in accordance with the pre-established criteria.
- ▶ The student records the text using Vocaroo.
- ▶ The recording is e-mailed, as suggested by Vocaroo, to the paired partner who listens to the text and tries to guess what object is being described.
- ▶ The paired partner communicates his or her answer by e-mail or using Vocaroo.
- ▶ If the answer is incorrect, the student who wrote the riddle has to change the information given to enable the paired partner to guess the chosen object. If the answer is correct, it's the paired partner's turn to send his or her riddle.

Further learning activities

Gather all the riddles together and make a game of them with the whole class.

Differentiation

- ▶ Place constraints on students who have strong writing skills (e.g. specify how many nouns, adjectives and verbs they can use).
- ▶ The riddles can be produced by a team and sent to a partner team.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>2. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>3. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing <p>4. To use language to communicate and learn</p> <ul style="list-style-type: none"> a) To use language (talk) for learning and thinking b) To apply her/his knowledge of linguistic structures and features c) To interact in collaborative group activities in a variety of roles d) To use language (talk) to communicate information, experiences and point of view

Meet the Challenge

 interact

 read/listen

 produce

Suggested materials

- ✓ Program: Microsoft Word
- ✓ App: Book Creator or StoryBuddy

Description

The object of this activity is to produce an illustrated book of riddles.

Procedure

- ▶ The teachers explain to the students that they are to write a riddle to introduce an object to their paired partner (e.g. find an object that opens, that flies).
- ▶ Using examples of riddles, the teachers and students analyze and identify the characteristics of this type of text.
- ▶ The teachers show the students how to write a riddle.
- ▶ Each team of students chooses an object. Using word processing software such as Microsoft Word, they write a riddle to enable the paired partners to identify the object. The texts produced are corrected by classmates or by the teacher.
- ▶ Once the text has been corrected, it is e-mailed to the paired team.
- ▶ The paired team carries out the same task, that is, writing and sending a riddle.
- ▶ The teams receive the riddles. The students discuss possible answers among themselves.
- ▶ Once a consensus has been reached, each team searches the Web for an image or photo to illustrate the answer. They e-mail it to the paired team, who validate this answer.
- ▶ Once the riddles have been solved, the images and riddles are assembled into a digital book using a book creation application like Book Creator, placing the riddle on the front of the page and the illustration on the back.
- ▶ This book is sent to the paired class via Dropbox, as suggested by Book Creator, or is printed and placed in the reading nook.
- ▶ The printed books will be exchanged when the classes meet.

Further learning activities

Using photos of objects found in the classroom, have the L1 and L2 classes collaborate in creating an ABC picture book for a younger audience.

Differentiation

- ▶ Write the riddle as a team.
- ▶ Instead of writing a text, choose an image, show only a very small part of it and have the students identify the object.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

You, Me, Us!

 interact

 read/listen

 produce

Suggested materials

- ✓ Poster-size paper and pencils
- ✓ Web applications: Glogster, Skype

Description

The object of this activity is to design a poster that highlights the similarities and differences between the paired partners to enable them to get to know each other better.

Procedure

- ▶ The teachers explain to the students that they are to produce a poster with their paired partner so they can get to know each other better.
- ▶ Using examples of posters, the teachers and students analyze and identify the characteristics of this type of text.
- ▶ The teachers and the students brainstorm the topics to include, the vocabulary to use and the questions to ask to gather the information required to do the poster (e.g. the ideal school, the ideal family, favourite book, favourite singer).
- ▶ Using a videoconference tool like Skype, the paired partners ask each other questions in order to identify what they have in common and what makes them different from each other.
- ▶ The teachers show the students how to use the Web application Glogster, suggested for creating posters.
- ▶ Once the similarities and differences have been identified, the paired partners work together to plan the content to be included in the poster. They discuss ways to present their information (e.g. text, images, audio documents, video clip).
- ▶ The paired partners split the work to be done between them and decide who is responsible for what. Using Glogster, they produce the poster.

Note: The posters created using Glogster remain private until they are published. Glogster automatically creates a Web address for each poster. This link can be shared even before the poster is published, enabling the students to carry out the shared task.

- ▶ The partners work on the poster without publishing it so that each of them can add elements and make changes to it.
- ▶ Once they finish their poster, they publish it and present it to their respective classes.

Further learning activities

The students can use Glogster as a visual support for presenting their points of view during a debate (e.g. arguing “for” and “against” violence in hockey).

Differentiation

During the creation of the poster, limit the choices for presenting the information taking into consideration the students’ strengths and weaknesses.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies c) The student revises his or her texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing <p>3. To use language to communicate and learn</p> <ul style="list-style-type: none"> a) To interact in collaborative group activities in a variety of roles b) To use language (talk) to communicate information, experiences and point of view

You See Me, I See You

 interact

 read/listen

 produce

Suggested materials

✓ Programs: Movie Maker or iMovie, Microsoft Word

Description

The object of this activity is to produce a video to introduce one's paired partner.

Procedure

- ▶ The teachers explain to the students that they are to write a text that describes them. This text will enable their paired partners to use images to create a video portrait of them.
- ▶ Using examples of descriptive texts, the teachers and students analyze and identify the characteristics of this type of text.
- ▶ The teachers and students brainstorm the content and vocabulary for the descriptive text.
- ▶ Each student writes a text that describes his or her preferences, interests, hobbies, etc.
- ▶ The students read the text written by one of their classmates and ensure that the message produced is clear and complete. They correct or modify the text as needed in accordance with the criteria presented in class.
- ▶ Each student e-mails his or her text to the paired partner.
- ▶ The paired partner reads the text. Based on the information received, he or she finds images on the Web and saves them to produce the video clip.
- ▶ The teachers show the students how to use a film creation program like Movie Maker and provide well-defined instructions to guide the students in producing their videos.
- ▶ The student uses Movie Maker to assemble the saved images and adds music to complement the visual production.
- ▶ The videos are viewed during a meeting of the two classes or are sent to the paired class to be watched.

Further learning activities

The students can use the same process to describe a place, event, idol, etc.

Differentiation

The students can be given models of texts to help them with writing their own.
The students can work in teams to gather information and search for images.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies <p>2. To write texts</p> <ul style="list-style-type: none"> a) The student prepares to write texts using strategies b) The student composes texts using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

Treasure Hunt

 interact

 read/listen

 produce

Suggested materials

- ✓ A picture that is full of detail
- ✓ Web application: TodaysMeet

Description

The object of this activity is to have the students participate in a treasure hunt using a picture that is full of detail.

Procedure

- ▶ The teachers decide which of them will set up the chat room and write the first clue. The teacher who does this is referred to as Teacher A and the other teacher is referred to as Teacher B.
- ▶ The teachers provide the same image to every student in each class.
- ▶ The teachers explain to the students that the activity consists in giving clues to enable the paired partners to find elements in the image. They also explain that the clues are given in a TodaysMeet chat room.

Note: TodaysMeet is a Web application that uses streaming to enable participants to hold an online conversation in real-time.

- ▶ The teachers show the students how to use the Web application. Teacher A sets up a chat room in TodaysMeet, writes a clue based on the image and e-mails the chat room's Web address to Teacher B. Teacher B asks Teacher A a question or writes down the name of the element that he or she has discovered. Taking turns, the teachers continue the treasure hunt.
- ▶ The teachers and the students brainstorm the vocabulary to be used and review the construction of interrogative and imperative sentences that might be needed to write the clues.
- ▶ Each student chooses an element in the image.
- ▶ Each student in Class A creates a chat room in TodaysMeet. He or she writes clues, making sure to use appropriate vocabulary and sentence structures. He or she e-mails the chat room's Web address to his or her paired partner.
- ▶ The paired partner in Class B uses the clues to try to find the element in the image. He or she sends his or her answer. If the answer is incorrect, the student in Class A provides additional clues to help the student in Class B find the element.
- ▶ Once the element is found, the student in Class B takes a turn choosing an element and provides clues to the student in Class A.

Further learning activities

- ▶ Focus on specific subjects or themes (e.g. provide clues to help discover his or her neighbourhood or school).
- ▶ As a team, write riddles and give them to another team.

Differentiation

The clues can be phrased as closed questions and answers, and students can provide immediate feedback.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

A Skit from Here to There

 interact

 read/listen

 produce

Suggested materials

✓ Web application: **Today'sMeet**

Description

The object of this activity is to have paired teams work together to create a skit.

Procedure

- ▶ The teachers decide which of them will set up the chat room and start writing the skit. The teacher who does this is referred to as Teacher A and the other teacher is referred to as Teacher B.
- ▶ The teachers explain to the students that they are to create a sketch at a distance with their paired partners using the Today'sMeet Web application.

Note: Today'sMeet is a Web application that uses streaming to enable participants to hold an online conversation in real-time.

- ▶ Using examples of skits, the teachers and students analyze and identify the characteristics of this type of text.
- ▶ The teachers model the use of the application. Teacher A creates a chat room in Today'sMeet, starts a skit and e-mails the Web address of the chat room to Teacher B. Teacher B continues the skit. The teachers take turns writing the text.
- ▶ Teacher A provides a list of sentences that could serve as springboards for the story. The students can use them for inspiration to start their skit (e.g. In a dark, damp forest . . . ; One beautiful spring day . . . ; In the distance, you could hear a little girl singing . . .).
- ▶ The students are separated into teams of two and work in collaboration with a paired team.
- ▶ Each team in Class A creates a chat room in Today'sMeet. It chooses a springboard. One of the students on the team starts the story, assisted by his or her teammate. The team e-mails the Web address of the chat room to the paired team.
- ▶ A student in the paired team in Class B continues the skit, also assisted by his or her teammate.
- ▶ Taking turns, each member of the paired team writes the next part of the text.
- ▶ This continues, back and forth, until the final product is complete, within the time set by the teacher.
- ▶ Once the skit is written, the students print the text.
- ▶ Each team shares the text with its class.

Further learning activities

- ▶ Create a question and answer dialogue.
- ▶ Collaborate in writing a choose-your-own-adventure story.
- ▶ Act out the skit, film the production and share it with the paired class.

Differentiation

Brainstorm with the L2 students about the actions, description and vocabulary related to the subject and write them down on posters. The students can then refer to them when doing the collective writing.

Competencies

English as a Second Language	English Language Arts
<p>1. To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> a) The student prepares to listen to and read texts using strategies b) The student demonstrates understanding of oral and written texts using strategies c) The student carries out meaningful tasks using strategies 	<p>1. To read and listen to literary, popular and information-based texts</p> <ul style="list-style-type: none"> a) To use a response process when listening to literary, popular and information-based texts <p>2. To write self-expressive, narrative and information-based texts</p> <ul style="list-style-type: none"> a) To use writing as a system for communicating and constructing meaning b) To follow a process when writing

Appendix A

Integrating ICTT Into Education

Some good practices to adopt when integrating ICTT* into the classroom:

- ▶ Provide clear, detailed instructions and well-defined goals (e.g. today, we are going to learn how to record).
- ▶ Use a poster or interactive whiteboard as a visual support and memory aid.
- ▶ Model the task to be done.
- ▶ Set the goals for the task: properly define the pedagogical aim.
- ▶ Give each student a task to carry out.
- ▶ Give each member of a team a task to do; see the principle of cooperation for examples of tasks.
- ▶ Establish clear evaluation criteria and discuss them with the students so that they are aware of the effects of their involvement before starting any project.
- ▶ Institute a procedure for handling and respecting materials (e.g. all the L1 students do such and such a task).
- ▶ Limit the choices.
- ▶ Set time constraints.
- ▶ Create expert groups.
- ▶ Use the “rule of 3” to allow the responsibilities to be delegated and shared. The teacher should be consulted as a last resort.
- ▶ Allow the student to carry out the steps of a task and to help his or her partner carry out the task in order to integrate the learning.
- ▶ Delegate the tasks to the students.

* Information and communication technologies for teachers

Example of Expert Groups for Movie Maker or iMovie

<p>Edit the visual sequences</p> <p>Natalie Sophia James Annie</p>	<p>Add effects to the visual sequences</p> <p>Eric Joanne Sebastian Charles</p>	<p>Add narration</p> <p>Frances Simon Yolanda Nicholas Samantha</p>
<p>Add music: choice, level, etc.</p> <p>Gabriella Matthew</p>	<p>Save the project: where, how, etc.</p> <p>Tristan Mary Antonio</p>	

Example of a Detailed Task and Expert Groups

Today, we are going to work only on the titles for 20 minutes.

- ▶ You have to make all the titles the same colour.
- ▶ You can choose a maximum of two effects for the titles.

<p>Add a title</p> <p>Lisa Frank Isabel</p>	<p>Change the font, size, colour</p> <p>Anne Richard James</p>	<p>Add effects</p> <p>Claudia Catherine Sylvia</p>	<p>Save the project: where, how, etc.</p> <p>Sasha Amelia Samuel</p>
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