|  |  |  |
| --- | --- | --- |
| **21st Century Lesson: Les Contes Digital Story** | | |
| **Grade: 9 French Immersion Subject: French Language Arts**  **Fairytales for Children (Les Contes)** | | |
| **Driving Question:**  **How can you create a fairytale for children that will teach critical thinking skills, show children how to handle a basic problem, build emotional resiliency, teach a lesson as well as build the child’s imagination?** | | |
| **Curriculum Outcomes:**   * Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. * Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. * Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre. * Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, their imaginations. * Students will be expected to create texts collaboratively using a variety of forms for a range of audiences and purposes. * Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance their clarity, precision, and effectiveness. | | |
| **Expected Time:**  **This digital story will take time as the students create their own drawings or use Pixton to create images that represent the elements of “Une Conte”. Then, they need to begin their book, insert the images, write the story, and then do the voice-overs. It takes about two weeks.** | | |
| **Resources:**  **Wiggio**  **Book Creator/IBook**  **BYOD**  **Pixton**  **Explain Everything Flipped Video (assessable through Edmodo or YouTube)**  [**http://youtu.be/0zoym9BHVhw**](http://youtu.be/0zoym9BHVhw)  **Rubrics/Checklists**  **Exemplar of a digital story “Une Conte”** [**http://youtu.be/DPhT92Xqy5M**](http://youtu.be/DPhT92Xqy5M) | | |
| **Lesson Procedure** | | **21st century skills** |
|  | **Teacher does (I Do):**   * After analyzing fairytales that the students know from prior knowledge, and by collaborating and interconnecting this prior knowledge, they were able to analyze other fairytales. They were to use the elements of fairytales to do this, which had previously been taught. * With a flipped lesson video, they are to view what criteria are necessary to create a children’s digital fairytale of their own. They are to leverage what they already know to publish their digital story using Book Creator. They will then upload to Edmodo and our You tube account. * There is an exemplar on YouTube of a digital fairytale (une conte) created by other students from a previous year. <http://youtu.be/DPhT92Xqy5M> | **Find, validate**  **Remember, understand**  **Collaborate, communicate**  **Analyze, synthesize**  **Critical thinking**  **Evaluate, leverage**  **Create, publish**  **Citizenship** |
|  | **Individual student work (You Do):**   * Using Padlet to post their findings, they will review the elements of fairytales and what is needed to complete them. As individual students begin to post, we will view them together. * They can also individually view the digital fairytale on You Tube, and pick out the elements of the fairytale to ensure a comprehensive understanding of the final product they need to create. | **Find, validate**  **Remember, understand**  **Collaborate, communicate**  **Analyze, synthesize**  **Critical thinking**  **Evaluate, leverage**  **Create, publish**  **Citizenship** |
| **Group work (We Do):**   * With their partner, they will begin to create a storyboard of their fairytale, using the handout (outline) of the elements of a fairytale to help them create their digital story. (The outline is in their binder as we have been following this for all the other prior lessons. It is also on Edmodo). They will need to be sure of their grammar tenses are in the past, as well as the criteria in the flipped video. * They will write their story (using the writing process) and write it in Book Creator. * They will draw their images or use Pixton to create their characters and images that will represent their story elements and upload the to Book Creator. * Once the story is completed they will publish it in IBook. | **Find, validate**  **Remember, understand**  **Collaborate, communicate**  **Analyze, synthesize**  **Critical thinking**  **Evaluate, leverage**  **Create, publish**  **Citizenship** |
| **Class share (We Share):**   * Once they have completed their book and compressed it, they are to publish it to Edmodo and You tube, where we will share the digital stories. | **Find, validate**  **Remember, understand**  **Collaborate, communicate**  **Analyze, synthesize**  **Critical thinking**  **Evaluate, leverage**  **Create, publish**  **Citizenship** |
| **Lesson Wrap Up:**  **Before we wrap up, the students will have a 10-minute reminder to collect their material. We will then log onto Wiggio and post what we have done and where we are going and how we felt about the digital story. We will talk about the concerns, the likes, and barriers they we may have faced so far. We will then share and reflect how the process went.**  **We use Wiggio as an Exit Pass: they will post one thing they learned and one thing they would like to find out. At the beginning of the next class, we will revisit the posts and spend a few minutes discussing the posts.** | | |
| **Differentiation/Modification/Enrichment:**   * This is an exemplar of a digital fairytale. This can be used as a modification for those who are still unclear. It is a complete visualization of the digital story. <http://youtu.be/DPhT92Xqy5M> * Differentiation using the UDL model: If the students did not want to do it digitally, they were able to create a book and bind it. Then orally present their story to the class. * <http://youtu.be/0zoym9BHVhw> (Explain Everything flip on what is to be in their digital story) * Enrichment: Take an element of the digital story (setting or character for example) and create a physical or digital representation of this particular element. | | |
| **Assessment:**  [Presentation/Publish rubric](http://bie.org/object/document/9_12_presentation_rubric_non_ccss)  [Communication/Collaboration rubric](http://bie.org/object/document/6_12_collaboration_rubric_non_ccss)  [Individual self assessment within group](http://eworkshop.on.ca/edu/pdf/Mod37_self_checklist.pdf) | | |