The Big Book of TechWeek
TechWeek Summary
TechWeek 2008 Journal

Day 1
Today, we began with a simple activity that involved individual and group participation. See the Summer2008 page on our wiki for the sample lesson plan "Five Sentences in DiLL". After going through the lesson together and reviewing how to use the new DiLL Lab Controller (the application for teachers), we discussed variations on the suggested Lesson Plan and how to use the random grouping feature. I handed out the ProjectPlanning worksheet to help teachers focus their energy on gathering together the essential pieces for a successful new lesson plan involving technology. The goal was, by the end of the week, to have four new lesson plan ideas mostly ready to go, from start to finish.

During the morning session, we practiced connecting to the Projects file server, made annotations on the departmental Wiki, and documented our tech activities on the "Dashboard" (a tool we’ll be using this coming year to track tech learning activities and success in the classroom). I also started showing features of Remote Desktop, which I continued to highlight throughout the week, so that teachers could at least be familiar with what is possible.

The 20 teachers paired off and worked on lesson plans until Lunch. At 1pm we met again to cover additional topics of interest, like how to make a simple recording in Garage Band, export as a mp3 and then upload to DiLL using the DiLL Catalog Manager. At 1:30, teachers worked on finishing their projects and at 3:00 we met to discuss what each individual or pair had come up with. Everybody had interesting ideas and now they are all saved to our Projects server so we can access them throughout the year!

We emphasized that teachers should always consult the author of a Lesson Plan before using it, so that we don’t accidentally do an activity in one grade or level that is slated for the next grade or level. Transfer of lesson plan ideas between languages is less problematic.

Day 2
We began with a simple lesson plan that had teachers creating five simple slides in Keynote about any topic of interest using Creative Commons images from flickr.com (download the Five Slide Podcast activity at our wiki). Then we exported them to QuickTime (7.4.5!) and created movies that could be posted online or distributed as Podcasts.

Everyone paired off and worked on lesson plans until Lunch. At 1pm we met again to cover additional topics of interest, like how to use iFlash decks to practice vocabulary, how to access Visual Thesaurus, and some of the changes in Max OS 10.5 (Leopard). Many of the teachers had their old PowerBook G4s swapped out for the newer Intel
MacBooks. At 3pm, we met in the A/C Middle School to share our movies and discuss how these projects could be implemented in the classroom.

Everything was saved to the Projects server for future reference. (See the Summer2008 page on our wiki for sample work.)

Day 3
Today, we began with a simple lesson plan that had teachers working with the built-in iSight cameras on their iMacs or our new Flip Cameras to create a simple movie in iMovie '08. Some of the finished products were really funny and enjoyable. (See the Summer2008 page on our wiki for sample work.)

Everyone paired off and worked on lesson plans until Lunch. At 1pm we met again to cover additional topics of interest, like GoogleEarth, Google Maps, VoiceThread, and PulpMotion. At 3pm, we met in the cool MS276 classroom to share our movies and discuss how these projects could be implemented in the classroom.

Day 4
Today, we began with an intense introduction to the features in iWeb. This software was by far the most difficult to learn for many of the teachers. We drilled down into more of the features available in the Inspector, which will help everyone as they continue to work with iLife and iWork applications throughout the year. But it was a tough day. My lesson plan (an online treasure hunt) was too complicated, but teachers overlooked that and went on to design some simple and effective iWeb activity pages of their own. (See the Summer2008 page on our wiki for sample work.)

Day 5
Today was slated as an open workday for teachers to finish up the Lesson Plans they had started during the week. We continued to set people up with blogs, work out the kinks in iWeb, and filled out a Summary&Feedback form (in Pages '08) to help us improve future technology training.

At 1pm we had an optional training session in the afternoon for teachers interested in getting a WordPress blog set up. To my delight, we had 10 teachers listen in on the training (done via DiLL so that other teachers could continue working at their workstations), and by the end of the day, almost all of them had configured the basic settings on their blog and written a few sample posts. For some teachers, iWeb was intuitive and easy; for others, the blog solution seemed much simpler.

Pretty much everybody in the department is now signed up with their own personalized blog for posting homework. It will be interesting to see how this pans out during the school year and what the students think about the new trend.
Teachers spent the day completing lesson plans they had started during Days 1-4. (*See the Summer2008 page on our wiki for sample work.*)

**Conclusion**

All-in-all, this week was a great success. Teachers in the department got to know each other better as they worked toward a common goal. There were a lot of "firsts" this week: "my first Keynote presentation", "my first website", "my first blog", "my first iMovie". That was very gratifying to hear! I commend the teachers for being willing to pay the price and *devote the time necessary* to really dig into these technologies. We are poised for a great year as we continue to innovate with new applications of technology in the classroom and report on our findings at our monthly Faculty Development meetings.

Thanks to the Laboratory Schools' Professional Development committee for providing this much-needed opportunity for our department. We all hope to see more of this kind of training for teachers across the Schools in coming years.
Day 1 (DiLL)

I worked on two activities or day lesson plans for DiLL in order to have students work the passé composé (past simple) with avoir and être and another contrasting the passé composé vs. the imparfait (imperfect) tenses. This is one of the most important grammatical structures the freshmen in Spanish 3/3a and French 3/3a work on in these courses of their language studies. These activities can easily be transferred to German and Spanish.

Day 2 (Keynote to Podcast Movie)

In 7th grade Spanish, we study Spain in depth. This year we will do two projects after we study the history and geography of Spain together. In the first one, the student will chose a province of Spain and do a keynote presentation with sound. In the second, s/he will choose their favorite city in a Spanish province and then do a five slide keynote presentation with sound on that city. I prepared a lesson plan, a glossary, a model presentation of the city of Seville, Spain with sound and a transcription.

Day 3 (iMovie)

I worked with my colleagues Ann Beck and Craig Reubelt to prepare an iMovie project for a beginning level language course in the high school or middle school. Students will write and record a video ad for an online dating agency. Then they will listen to and view the classes’ ads and write and record a response to one or more of them. We wrote a lesson plan and I made and stored a sample movie. If the students are too self-conscientious, the students could replace themselves with superstar actors or athletes.

Day 4 (iWeb and Blogs)

I worked with Deb Foote and prepared a lesson plan and a page in iWeb to be used in conjunction with DiLL in the World Language Laboratory. The purpose is to introduce the weather expressions in the first unit in 7th grade Spanish (En español 1a Unidad 3, etapa 3). Students will mostly work on their listening, speaking and writing skills. Students will pretend to be weather forecasters who are predicting the weather in countries around the world. They choose a map which they can alter from the internet. Then they will pick five cities with different weather conditions. They will listen and evaluate each others recordings. We are also hoping that the teacher can extend this activity to incorporate more vocabulary; i.e. tener expressions, clothing, seasons and sports or activities.

On my own, I worked a bit more with iWeb and created another page in iWeb with a videoclip from YouTube for my Spanish 6 course of seniors. The page has the clip, a summary and questions to be answered. The clip is in Spanish with English subtitles. I hope that after students write out their answers, we will have a good class discussion especially after student presentations on a Latin American country of their choice. I like to provoke my students to think critically.
Day 1 (DiLL)

I learned how to use Garage Band to make an mp3 segment, which I uploaded to Dill. The activity consisted of a conversation for students to introduce themselves and talk about how they are feeling (for French 1). I made a model of the conversation for students to vary and record. In order to do this activity the students would use the language lab and Dill.

Day 2 (Keynote to Podcast Movie)

I learned how to use Keynote to make a slide presentation of my favorite summer activities. I learned how to choose and import pictures from Flickr and then record with them. It was somewhat successful--there were some problems synchronizing the recording with the correct slide. I did not have time to repeat the process in order to master it, so I intended to do this another day. This is a technology that students use, and I am glad I understand what they already know!

Day 3 (iMovie)

We prepared a lesson plan for implementation during the school year which would use the technology of IMovie. The project is a video dating project in which the students describe themselves and what qualities they are seeking in a mate, after which they listen to others’ recordings and plan a date. With random pairing students can practice their descriptions many times.

Day 4 (iWeb and Blogs)

iWeb was too complicated for me to learn this week; therefore, I worked with someone in the department practicing Keynote. This was very helpful, because we were exposed to so many technologies that it was important to repeat the process of one technology.
Day 1 (DiLL)

I have used Garage bands to record a mp3 segment that I have prepared for my fourth grade class. I then uploaded my mp3 into Dill. I developed a couple of exercises for my classes. The students will have to use Dill in order to access the pre-assigned lesson. They will listen to the recording and they will answer the questions.

Day 2 (Keynote to Podcast Movie)

I experimented keynote and quick time movie
I did a keynote presentation and a quick time movie.
I learned how to add music and sound to the keynote presentation
I made a lesson plan for my high school students where they would have to use keynote.

Day 3 (iMovie)

I experimented using imovie.
I made a movie using Allison's guidelines (why Santa should give me a million dollars). I added music to my project, text over videos (which was a real headache, Allison suggested that my movie was split up into clips so that I could insert text).
I also inserted transitions. I had a blast making that movie.
I made lesson plans where students will have to use imovie. For example for my high school students, “give me 5 reasons why you will miss Lab school when you're in college”, “5 reasons why you should continue learning French in College”
I experimented with Flip camera.

Day 4 (iWeb and Blogs)

We experimented with iweb.
I designed my own iweb pages, a welcome page, a weather page, a blog page...
I incorporated a iFlash cards segments.
I made links to the internet. I uploaded a youtube video.
I uploaded a mp3 segment.
I experimented with a lot of things and it was fun! I had a blast
I also created a blog page.
Steve Farver

Classes during the ‘08-’09 School Year:
8 French and AP French

Technology focus for ‘08-’09 School Year:
My web page and my blog

Day 1 (DiLL):
I like using DiLL and feel that I still underuse it. I developed a couple of related exercises for DiLL that allow the AP classes to practice impromptu speaking on a topic and allowing for editing and correction.

Day 2 (Keynote to Podcast Movie):
Keynote seems easy enough to use and I developed an exercise to allow students to express themselves about the environment and use the subjunctive.

Day 3 (iMovie):
This software allows students to film and record themselves about as easily as we did with an old cassette recorder. Laura Damer and I brainstormed about ways to use it in AP and we came up with quite a list of possible exercises to generate short movies.

Day 4 (iWeb and Blogs):
I hadn’t had a webpage or a blog before and am really happy to have been able to develop both during this workshop. Hopefully I’ll be able to use it this year and connect kids with sites and work.
Day 1 (DiLL)

I worked with Ms. Angélica Guerrero to modify and improve an existing exercise to help 6th grade students reviewing grammatical constructions and vocabulary describing themselves and their family members in 10 sentences and record it in DiLL. We created a written set of instructions for students, and an explanation and evaluation guide for instructors. Ms. Guerrero and I both created samples for our students to listen to and clarify the exercise for them. Students will prepare and complete the project individually, but can listen to each others’ descriptions and evaluation each other. As new faculty, I learned about the DiLL program, how to access the Department Wiki page and how to log tech activities on the Dashboard page. At the end of the day, we shared our projects with each other and exchanged constructive comments with each other.

Day 2 (Keynote to Podcast Movie)

Today I worked individually to create an exercise using Keynote. I designed my exercise for the 6th grade Spanish classroom to practice orally the various vocabulary and grammatical constructions related to sports and sporting events. Students must create and answer specific questions related to 5 famous sports figures based on the model/example already incorporated in the actual Keynote project to help students better understand what is expected of them. I created a written set of instructions for students and an explanation and evaluation guide for teachers. Students prepare and complete the project individually, but the project can be adapted for further elaboration and to practice comparisons and additional material covered in the chapter. At the end of the day, we shared our projects with each other and exchanged constructive comments with each other.

Day 3 (iMovie)

Today I worked with Ms. Katie Hundley and Ms. Becky Lopez to create an exercise using iMovie. We designed this exercise for 8th grade students to practice both written and verbal vocabulary and grammatical constructions related to using command verbs in a sentence, prepositions of locations, and <IR> + a + a place. Students must choose and present 3 rooms in their homes with the intent of “selling” the home. We created a written set of instructions for students and an explanation and evaluation guide for teachers. We also created an example which students can refer to for clarity of the assignment. Students prepare and complete the project in pairs, using a flip camera and movies, and may be viewed and used to evaluate other students’ listening comprehension. At the end of the day, we shared our projects with each other and exchanged constructive comments with each other.

Day 4 (iWeb and Blogs)

Today I worked with Ms. Suzanne Baum to create an exercise using iWeb. This day was the most difficult for me as I believe I reached my technology saturation point. We designed an exercise for 6th grade students which would help introduce and allow them to practice vocabulary and grammatical constructions related to describing the weather. Students must discuss (in DiLL) different weather conditions for 5 different cities from a choice of 5 different countries whose images were taken from the Internet. While this exercise can be used for introductory practice, it also may be applied to additional vocabulary and grammatical constructions in the chapter, including TENER + noun expressions, clothing, and personal reflection activities. Students complete the project individually and should not need/have extensive preparation time to complete. At the end of the day, we shared our projects with each other and exchanged constructive comments with each other.
Day 1 (DiLL)

I worked with Ms. Foote to design a lesson to help students describe themselves using prompts. Students provide enough information so the rest of the class can guess who is the specific student doing the description. We created a written set of instructions for students and two sample audio clip in Garage Band, so that students can have a model to follow. We also came up with a way for teachers to evaluate students. I learned more about how the new DiLL Lab Controller works and how to upload DiLL audio clips with the DiLL Catalog Manager.

Day 2 (Keynote to Podcast Movie)

I worked with Ms. Ramos to create a new project for our fifth grade students. The lesson plan helps students to practice the use of possessive adjectives and agreements with descriptive adjectives. We created a written set of instructions and two sample keynote presentations. One of the keynote presentations included a sound file and was converted into a iMovie ready to be podcast. The second keynote presentation we created included a set of six pictures we found in flickr.com. Students will use this keynote presentation to add a narration and make their own iMovie which we will intend to podcast. We came up with a way for teachers to evaluate students.

Day 3 (iMovie)

I worked with Ms. Guerrero on a project for 5th grade. Students will create a i-movie with a partner on El estudiante ideal. We created a detailed set of instructions for the students with both the grammatical and technical directions to work with a partner. We also created a model for the student to view. Students will send their final project to the teacher and it will be shared with the class to together create the class rules.

Day 4 (iWeb and Blogs)

I work by myself making an interactive iWeb activity for my 5th grade students. I researched for a movie on you tube. I found a video clip with a song about foods in Spanish. I transcribe the lyrics of the song and created links for students to learn the meaning of new words. I published the page an it is now in my web page.
Day 1 (DILL)

I worked with Becky Lopez to compile, organize and edit photos that were taken in San Antonio during the 2007 ACTFL conference. These photos will be used to create a variety of activities using different technologies in order to enhance our middle school Spanish curriculum. We also worked on backing all of them up on our server so that they would be archived during the computer upgrading process. I practiced using the wiki to follow a wiki-based assignment and recorded sentences using the DILL program. I learned how to broaden my use of the DILL program by linking it with activities that are based online.

Day 2 (Keynote to Podcast Movie)

I continued collaborating with Becky Lopez to create a slideshow using the Keynote software. The slideshow features thematically arranged photos highlighting the culturally rich array of merchandise for sale in San Antonio. We worked closely with our current middle school textbook to select photos that directly correlate with the material we study. Additionally, we included photos that will enrich students' interaction with the textbook themes. These selections encourage students to inquire about other products available in the markets and their cultural significance within the Texas / Mexico region.

Regarding technology, we learned how to import copyright-free photos and music using the Flickr and Freeplay-music websites. Additionally, we practiced importing music obtained from the iTunes music store into the Keynote program. We intend to further develop our knowledge of Keynote by incorporating sound files into our slideshow.

Day 3 (iMovie)

Today I worked with Becky Lopez and Deb Foote to produce an i-movie using the FlipCamera. This movie will serve as a model for student work. Additionally, we elaborated a project now ready to use in our middle school Spanish classes. The project, titled “Vendo mi casa” requires students to use the Flip Camera and i-movie to create a video in which they pretend to be real estate agents trying to sell their houses. Students will take the camera to their homes and film themselves in three rooms that they have selected. The project requires students to use targeted grammar points and vocabulary as well as embellish the dialogue with material learned in previous grade levels.

Day 4 (iWeb and Blogs)

Today I spent the day learning how to incorporate more technology and into my iweb site and to make the site more interactive for students. I also learned how to make my website more attractive by using the inspector tab to change colors and text formatting on my pages, and to create new pages using pre-formatted templates.

I imported a sound file of an Argentine tango to enhance a picture of tango dancers in Buenos Aires. I then practiced importing videos from You Tube to my website by creating a page featuring different Latin dance styles. I then created a separate page for students featuring a video from “You Tube” called “The One Semester of Spanish Lovesong.” This page features the video and also includes a related activity for students. They must watch the video and then use a Flip Camera and imovie to create their own music video to review grammar and vocabulary. Finally, I created another webpage that has a narrative sequencing activity for students. The activity requires students to view five photos of a breakfast from San Antonio and then use the DILL software to say how to prepare the breakfast. This last activity was designed to further develop the use of our San Antonio photos in a way that also coordinates with the goals of this workshop.
Day 1 (DiLL)

I helped colleagues work through making audio files to load to DiLL using the DiLL software and also Garage band. I made a lesson plan for the language lab using DiLL for 8th grade, chapter 11, Bon Voyage. It involves oral questions to upload to DiLL for the students to answer and 4 dialogue subjects to us with random pairing. I'm hoping to develop speaking games using the DiLL software.

Day 2 (Keynote to Podcast Movie)

I helped colleagues create Keynote presentations and made one of my own. My own presentation is based on a project I created for 8th grade this year for chapter 11. Students will describe an embellished vacation using the vocab from this chapter.

Day 3 (iMovie)

I worked with Vicki Schneider on downloading video from a flip camera to iMovie 2008. We made a movie, added subtitles, music and transitions. I also brainstormed for projects using this technology in the classroom and created a list of them to share with colleagues which is now located in the World Languages project folder.

Day 4 (iWeb and Blogs)

I learned the basics of iWeb and reflected on whether it would be practical to transfer my current Dreamweaver website to iWeb. I also started creating a blog which is new technology for me also. I helped Ann and Susan create another Keynote presentation in order to reinforce what they’d learned earlier.
Day 1 (DiLL)
I put “Petit Nicolas” (5 stories) on Garage Band. I learned about Wikispace.

Day 2 (Keynote to Podcast Movie)
I worked with keynote and made a slide presentation of Paris with narration.

Day 3 (iMovie)
I did not attend the workshop on Wed.

Day 4 (iWeb and Blogs)
I learned a little about iweb and I started to learn how to format a blog.
Xing-lu Liang

**Classes during the ‘08-’09 School Year:**
5 Chinese, 4 Chinese, Chinese 2

**Technology focus for ‘08-’09 School Year:**
Comic Life, iFlash

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**Day 1 (DILL)**
I learned how to use dill for random grouping, connecting me to the students, freeze the screen, recording.

**Day 2 (Keynote to Podcast Movie)**
I found some beautiful lotus flowers and edit them and added my own soundtrack.

**Day 3 (iMovie)**
My colleagues and I made a movie about Why teach using the flip camera and sharing it with others.

**Day 4 (iWeb and Blogs)**
I searched and found a very nice youtube Olympics games theme song. I typed the lyric, added phonetic symbols and translation and had it published.
Day 1 (DiLL)

I worked with Katie Hundley to compile, organize and edit photos that were taken in San Antonio during the 2007 ACTFL conference. These photos will be used to create a variety of activities using different technologies in order to enhance our middle school Spanish curriculum. We also worked on backing all of them up on our server so that they would be archived during the computer upgrading process. I practiced using the wiki to follow a wiki-based assignment and recorded sentences using the DILL program. I learned how to broaden my use of the DILL program by linking it with activities that are based online. I also learned how to use the Departmental Wiki and log tech activities on our Dashboard.

Day 2 (Keynote to Podcast movie)

I continued collaborating with Katie Hundley to create a slideshow using the Keynote software. The slideshow features thematically arranged photos highlighting the culturally rich array of merchandise for sale in San Antonio. We worked closely with our current middle school textbook to select photos that directly correlate with the material we study. Additionally, we included photos that will enrich students’ interaction with the textbook themes. These selections encourage students to inquire about other products available in the markets and their cultural significance within the Texas / Mexico region. Regarding technology, we learned how to import copyright-free photos and music using the Flickr and Freeplaymusic websites. Additionally, we practiced importing music obtained from the i-Tunes music store into the Keynote program. We intend to further develop our knowledge of Keynote by incorporating sound files into our slideshow.

Day 3 (iMovie)

Today I worked with Katie Hundley and Deb Foote to produce an i-Movie using the Flip Camera. This movie will serve as a model for student work. Additionally, we elaborated a project now ready to use in our middle school Spanish classes. The project titled “Vendo mi casa” requires students to use the Flip Camera and i-Movie to create a video in which they pretend to be real estate agents trying to sell their houses. Students will take the camera to their homes and film themselves in three rooms that they have selected. The project requires students to use targeted grammar points and vocabulary as well as embellish the dialogue with material learned in previous grade levels.

Day 4 (iWeb and Blogs)

Today I refined my i-Web software skills. I spent the day learning how to use my i-Web site more interactively. I normally have used my i-Web site to post homework, report information to the community, and link to other sites and sound files, but now I have learned to import videos from UTube and my server folder. I was already familiar with the software i-Web, but the tips provided by Allison helped me to refine my skills in the software. I added more color and shapes as well as created more audio links, videos and pages to my i-Web site. I developed three listening activities honing pronunciation and rhyme through songs highlighting the Days of the Dead holiday and Spanish rock music.
Rosa Ramos

Classes during the ‘08-’09 School Year:
3rd grade Spanish, 4th grade Spanish, 5th grade Spanish

Technology Focus for 08
To include technology in the Lower School classes. I have to learn to bring audio into my web page and develop uses of Dill for younger students.

Day 1 (DiLL)
I worked with Ms. Ventakaraman to design a lesson using DILL to practice –ar verb conjugation, develop spontaneity to respond to questions and to facilitate pronunciation. We created a set of instructions with models for the students to use and work with a partner. We got updated on the new features of DILL and got practice as students.

Day 2 (Keynote to Podcast Movie)
I worked with Ms. Guerrero to create a new project for our fifth grade students. The lesson plan helps students to practice the use of possessive adjectives and agreements with descriptive adjectives. We created a written set of instructions and two sample keynote presentations. One of the keynote presentations included a sound file and was converted into a iMovie ready to be podcast. The second keynote presentation we created included a set of six pictures we found in flickr.com. Students will use this keynote presentation to add a narration and make their own iMovie which we will intend to podcast. We came up with a way for teachers to evaluate students.

Day 3 (iMovie)
I worked with Ms. Guerrero on a project for 5th grade. Students will create a i-movie with a partner on El estudiante ideal. We created a detailed set of instructions for the students with both the grammatical and technical directions to work with a partner. We also created a model for the student to view. Students will send their final project to the teacher and it will be shared with the class to together create the class rules.

Day 4 (iWeb and Blogs)
I worked with Ms. Guerrero. Each of us worked on an interactive activity to place on our web site. I started learning i-web for the first time. Once I learned the basics of i-web, I launched into an activity in which I had to embed a video on a web page. I also recorded in Garage band sentences to be exported into the web page. These sentences provided answers to questions I had included on the web page about the video. The recording and exporting did not go to well, so the project was not finalized. I’m updating my school web page now to include this year’s classes and projects.
Day 1 (DiLL)

Wrote a lesson in which students work (and compete) in pairs to create as many sentences as they can in 10
minutes, using food and restaurant vocabulary and the verbs server and pedir. They then listen to each other's
sentences and write down what they hear. This activity activates all four language skills: reading, writing, listening
and speaking.

Day 2 (Keynote to Podcast Movie)

Wrote a lesson for students to prepare and present a Keynote presentation in which they discuss a trip
they have taken recently (either real or imaginary). The purpose of the project is to incorporate technol-
ogy as they review the past tenses as well as travel and weather-related vocabulary, likes and dislikes.
They are graded on grammatical accuracy, pronunciation and correct use of the required vocabulary.

Day 3 (iMovie)

Wrote a lesson in which students will write and record a video ad for an online dating agency. They will
then listen to and view the classes’ ads and write and record a response to one or more of them. The
purpose of this activity is to review adjective agreement, descriptions with the verbs ser and estar and
descriptive vocabulary. This project activates all four language skills.

Day 4 (iWeb and Blogs)

Designed project in which students view a Youtube video on undocumented children entering this country. As they
view the video, they are to write answers to questions on a worksheet. When they are finished, they will write a
response to the video on my blog page. Finally, they will read all responses and write a comment on what some-
one else wrote.
Day 1 (DiLL)

I learned basic steps of using the DiLL software and also Garage band. I made a sample lesson plan for the language lab using DiLL for 8th grade, chapter 6 (Unfortunately, I’m not sure where I placed it and I’m still looking for it). It involves oral questions to upload to DiLL for the students to answer and dialogue subjects to us with random pairing. I’m hoping to develop many more lessons plans to be used in the language lab by using DiLL software.

Day 2 (Keynote to Podcast Movie)

I learned how to make a Keynote presentation. I made a sample presentation of my own, using pictures and Keynote recording for my comments. It is a presentation about a vacation, incorporating grammar, particularly using Impafait and Passe Compose in French.

Day 3 (iMovie)

I worked with Mythili on downloading video from a flip camera to iMovie 2008. We made a movie, added subtitles, voice over and transitions. We brainstormed for projects using this technology in the classroom. We talked about how we’re going to use this technology for the upcoming open house meeting with the 3rd grade parents.

Day 4 (iWeb and Blogs)

I learned the basics of iWeb blogging and thought about what would be the best setup for me to use in the upcoming year. I decided that blogging would be the best option for me and I have scheduled another meeting with a tech assistant to help me tweak my blogging site.
Laura Salas-Damer

Classes during the ‘08-’09 School Year:
Spanish AP (2), Spanish 3, 4th grade Spanish, 3rd grade Spanish

Technology focus for ‘08-’09 School Year:
I plan on working on my iweb and to learn how to post homework assignments on my blog for my Ap Classes.

Day 1 (DiLL)
I reviewed how to use dill and learn a couple of new tricks.
I learned how to make flash cards and make them with the vocabulary of a reading for my Ap class.

Day 2 (Keynote to Podcast Movie)
During this day I wrote the instructions for one project for my Spanish 3 class. I also worked on my own keynote presentation as an example for my students.

Day 3 (iMovie)
I wrote four different ideas on themes for short monologues. The student will read the instructions and answer the questions filming themselves. Then we will watch them in class. I filmed my self as a practice.

Day 4 (iWeb and Blogs)
I have already created an iWeb and a Blog. I worked on learning how to put documents into a PDF form and then on my website so any student can download the document. I also recorded myself so the student can read and hear the stories or document. I work on making my website more interesting and fun too.
Vicki Schneider

Classes during the ‘08-’09 School Year: on leave
Technology focus for ‘08-’09 School Year: blogs

«J’ouvrirai une école de vie intérieure, et j’écrirai sur la porte : école d’art.»
- Max Jacob

Day 1 (DILL)
This was an informative day for me. I appreciated running through Dill again and also learning about the new features of Dill. It was helpful to have the time to develop a lab lesson during the day. It is also helpful that Dill stores all our lessons created; over the years I have accumulated a good number of lessons to choose from.

Day 2 (Keynote to Podcast Movie)
Keynote was easy to learn since I use PowerPoint. Keynote has some obvious advantages since one can add an audio track and download it as a Podcast.

Day 3 (iMovie)
This was great! I didn’t know of the existence of Flip Video cameras - wow. In fact, I ordered one for myself and my family that very day when I got home. I didn’t know how to use iMovie. I worked with Diane Jackson who already knew how to use the program. As an experienced teacher she made me do about half the computer work so that by the end of the day I understood how to use it. I liked the basic idea that served as a "springboard" for our project: "give five reasons why...". This could be applied to so many discussion instances in class to reinforce vocabulary: in the sports chapter: give me five reasons why one should exercise, in the food chapter: give me five reasons why one should eat vegetables.

We made a movie using a Flip Video camera instead of using Photo Booth. Teachers in our department use this technology a lot for parents’ night in the Lower School and Middle School uses it to make a movie of class trips or the end-of-the-year movie. A project in class would be very interesting (someone suggested the student as a realtor who tries to sell her/his house (five good reasons!) and makes a short film of the house to present to class). Pitfalls are that each student needs access to a camera - I would not like to loan cameras out to Middle School students - and they also need the program at home in order to craft the movie since I think that using class time for doing such things is not the best use of Middle School class time. Students find it hard to focus when they are working in a common space. I find that the quality of the project is always better when they focus by themselves at home or with a friend at home. In addition, this frees up precious class time.

Day 4 (iWeb and blogs)
I found iWeb potentially easier to use than DreamWeaver and enjoyed seeing its possibilities. However, I have used DreamWeaver for many years and am comfortable with it. Based on what Allison and Joe (Kallo) said, DreamWeaver gives me certain advantages over iWeb. The blog part of the afternoon was not very productive for me since I had a lot of difficulty logging into my account.

I was a bit puzzled by the day’s assignment also (I did not complete one). The assignment was to create a lesson that used websites and blogs in an interactive way for the student. Allison’s example was too complicated for me to use as a model and it also seemed to be a lot of fancy technology for an exercise that would be used as a short warm-up exercise in class.
Day 1 (DiLL)
All of my activities this week are based upon the fairy tale Little Red Riding Hood (Rotkäppchen) which appears in the 5th grader’s text book. I created a deck of flash cards using iFlash which I will load into DiLL and have the students use to learn new vocabulary from the story of Little Red Riding Hood. Each card within the iFlash deck includes a picture and a sound file of me pronouncing the word. I wrote the fairy tale in a play format and will use DiLL to pair the students and have them role-play and record their performances.

Day 2 (Keynote to Podcast Movie)
I chose six images representing the fairy tale Little Red Riding Hood using flickr.com and put them into Keynote. I wrote a narration under each image. I recorded the narrations and presented my slide show to the group. I will have the 5th grade German students find one or two image(s) from Little Red Riding Hood using flickr.com and write a description of the image and record their narrations to give a Keynote presentation. This activity will give the students the opportunity to practice writing dialogue in German. This is a comfortable format for students who are reticent to present in front of their classmates.

Day 3 (iMovie)
I worked with a colleague to make an iMovie using a flip camera to film the movie. We based our format on David Letterman’s top ten list segments. We filmed David Letterman and Paul Shaffer (their photos were on the desk top and we did the voice overs) presenting our student’s “Top Five Reasons for Not Doing Homework.”

We also made an iMovie based upon the Red Riding Hood fairy tale. We had a fictitious German news anchor woman (Renate Ernsthaft) interview the Big Bad Wolf regarding the disappearance of Little Red Riding Hood. We wrote the dialogue, filmed the interview and presented our iMovie to our colleagues. I plan to have the students select a character from Little Red Riding Hood to interview. They will write the interview with a partner and film the interview using a flip camera. They will then share their movie with the group. This exercise will enable students to practice using interrogative pronouns?

Day 4 (iWeb and Blogs)
I updated my blog by adding new categories and deleting categories I no longer need. I also added a link to WDR5, a German radio podcast for kids. I also redesigned the welcome page of my blog by adding an image.

I used iWeb to create an interactive web activity based upon the Red Riding Hood theme. I found an excerpt from an alternative version of the fairy tale by searching U-Tube and found the lyrics to the song featured in the excerpt. I will have the students watch the movie clip and complete the text written in a “fill in the blanks” format. This will be used as a listening comprehension exercise. They will also have the opportunity to film/record themselves singing the song.
Day 1 (DiLL)

The situation is “how to go to the swimming pool?” Students will be randomly selected into groups and pair to design their own situation such as “how to get to Lab school” and “how to go to the zoo?” While groups and pairs are practicing their conversation I can drop in and join their conversation. They can record their conversation and sentences and listen back. Model student mode is a good way to evaluation.

Day 2 (Keynote to Podcast Movie)

I used photos taken from our 08 China’s trip and Keynote to make a presentation about one activity we did in China under the title “How to become a Kongfu Master.” I recorded my voice, wrote captions, and posted background music. Then finally exported it as a QuickTime movie.

Day 3 (iMovie)

Based on the questions Allison posted: “Why I deserve one million dollars from Santa,” I made an iMovie to explain why I do. It’s was fun and I learned a lot. However the outcome was not what I expected.

Day 4 (iWeb and Blogs)

I made my website first time in my life. Thanks go to Allison and pride goes to me!
Day 1 (DiLL)

I worked with Ms. Ramos to design a lesson on DILL to practice regular “er” verb conjugations to test students on their spontaneity when responding to questions. The students are divided into partners and they ask simple questions about their daily routine. For example: “Tu manges le petit-déjeuner le matin?” and a response would be “Oui je mange le petit-déjeuner” or “Non, je ne mange pas le petit-déjeuner”. The students would have to prepare at least 10 questions in advance for this project.

Day 2 (Keynote to Podcast Movie)

I worked on a keynote presentation on “Le Maroc” and added a sound file to describe why this country fascinated me.

Day 3 (iMovie)

I worked on with Ms Romaneli and Ms Liang on an interview on “Why we became teachers”. We used the a new camera to tape our interview. This was a basic impromptu interview with no prior rehearsal. We did have a lot of fun with this activity.

Day 4 (iWeb and Blogs)

I worked with Grace to create an activity on IWeb for 3rd grade students. We did a taping of “les mois de l’année” and “les jours de a semaine” which students can access at home and practice.
Day 1 (DiLL)

I learned how to digitize some taped material I have for the AP class and then import these into DiLL. I also developed a DiLL exercise for my sophomore class to accompany some pictures I have of Berlin on a website. These pictures contrast Berlin from the time period in which "Emil und die Detektive" (novel) takes place and Berlin in modern times.

Websites:

http://tinyurl.com/6xxz33  
(pictures)

http://tinyurl.com/6hfqvv  
(portions of book on line)

http://tinyurl.com/6fr3zp  
(modern version of Alexanderplatz in Berlin)

The object of this exercise is for students to see pictures of different locations in the city of Berlin mentioned in the story Emil und die Detektive and compare how they looked around the time that the story takes place with pictures from more modern times. In some cases, pictures from near the end of WWII are also available. If only one picture is present of the site selected students can do an internet search for a different picture such as I did for Alexanderplatz with the website listed above. Using these pictures students should record the following:

1) The name and relevance of the location involved for the story

2) A description of what they see in the on-line picture of the site in Berlin from at least two different time periods

3) A comparison of differences that they see in the two pictures.

4) Any further observations that would like to make about having seen these different views of this location in Berlin

I also created a sample for the students to listen to. The sample is in the summer project folder for this day under my name. A detailed description of the lesson plan that students will receive is also in the project folder.

Day 2 (Keynote to Podcast Movie)

I designed a sample Keynote presentation with five slides and a recording of what I did during the summer. I thought it would be an original and innovative approach to one of the first speaking activities that I do with stu-
dent in the high school classes. Students can then write a journal entry as a follow-up homework assignment to reflect on how they might improve their presentation or they could write a transcript of their recording and correct their work in written format. The sample file is in the project folder for the workshop. A detailed description of the lesson plan that students will receive is also in the project folder.

I also experimented trying to take some pre-made PowerPoint files with animated explanations of grammar and pronunciation and importing them into Keynote in order to add additional sound files. This was a very difficult task and I have not fully achieved my goal with these.

Day 3 (iMovie)

I made two iMovies lesson plans while collaborating with Annette. For the first one, we created a project for 8th grade students to come up with the top 5 reasons students do not do their homework and then created a sample iMovie in which David Letterman does a top 5 with Paul Shaffer. The second one is an interview between a reporter and the big bad wolf from Little Red Riding Hood. We created a sample interview using a puppet. We also experimented with the iLive cameras and recording something using the built-in iSight cameras on our laptops.

Copies of the two movies are in Annetter’s project folder for this day.

Day 4 (iWeb and Blogs)

Spent most of the day struggling with learning iWeb and trying to create an interactive activity on a page for my 4th grade class in which they could click on a table of 25 different pictures accompanied by the vocabulary word and then hear a sound file for the pronunciation. In the process of doing this I had to learn to use GarageBand more effectively and convert a PowerPoint file /slides into a webpage ready file.

A detailed description of the lesson plan that details the multiple steps required to accomplish this is in the my projects folder for this day.
Feedback & Lessons Learned
Please comment on the various aspects of our tech training.

AM Free Time and Warm-Up Activities (8AM)

- I needed this time before you started with your tech training which really needed my full attention.
- Good for catching up from previous day
- It was nice to have time to experiment with new software.
- These helped a lot. It was a good way to get into the lesson and to start considering what possibilities were available for the particular software.
- I enjoyed setting my own pace with the objectives provided. This time served as a good opportunity to review the previous day’s material on my own and interact with my colleagues. The instructions were clear and posted easily accessible for everyone.
- I appreciate all the information Allison put together for us in the blog. I particularly like the written pages she provided electronically for us. I watched the apple videos but the info there became a little too much for me to learn.
- Very nice time to ease into the day and to clean up loose ends from the previous day. I especially liked how the day’s schedule was posted with the goals and activities listed.
- This was a nice way to get started.
- I like the idea of starting at 8AM and having instructions posted on the big screen.
- It was great, especially for a beginner like me. I had time to get a preview, which helped me ease through the day.
- During this time, Allison instructed us to go to online videos to learn the software she was going to present at 9am. I thought this was an effective format for me.
- Good intro
- The first hour seemed too loose and unorganized. I would have preferred to get right to work at 8:00 and finish earlier!
- Great
- great!
- The directed warm-up activities helped me to orient my thoughts toward the day’s new technology project. I also gave me the opportunity to think about how I could use the new skill toward developing a project for my students.
- It’s a great way to start a heavy load day.
- Great - Ms. Weiss provided us with information of what was going to be covered during the day. We viewed training videos and read material offered by Apple which was very beneficial.
- I enjoyed having some time to get my bearings before learning something new. It enabled me to have time to think about the technology and how I might apply it for a specific task, activity or teaching application.
AM Introductory Training & Sample Project (9AM)

- I think that the sessions that worked best were when we could actually work along with you; podcasting, photoshop, imovie and iWeb.
- Interesting, but three days of new training was all I could do somewhat effectively.
- Very well planned. Allison gave us some guidelines on how to use new software
- It was good in that we were able to see what the software could do. They were good examples.
- The time passed more quickly than I anticipated and I wasn’t as lost as I thought I would be. I’m not sure what to attribute this to, but I suspect that Allison’s relaxed, yet comprehensive approach facilitated this.
- I found all the information really valuable but the presentations went to fast. I do appreciate the time we had to work hands on in our projects. I feel this was the most productive part of my day. I like the option we had of working in partners or on our own. It was great to have Allison able to individually help us. I’ll be nice to have at least one more person helping us at that time.
- This was very useful for doing a more in-depth training of a specific program. I liked how we all worked simultaneously using the same technology. This arrangement also allowed us to ask each other questions while completing the project and troubleshoot in bigger and smaller groups.
- Excellent, nice to get a taste of new stuff. Overwhelming for some and it would have been nice to have more helpers to keep people on task so they didn’t get frustrated.
- I had difficulty following the training. Fortunately, Craig Reubelt was my “buddy” and helped me.
- It would be great if we had printed out instructions on the side when I fell behind and the help was still on the way.
- Overall, the training was good. There were moments when there were so many questions by all faculty that it was difficult to hear Allison.
- Excellent, clear and useful
- Well done!
- good
- all sample projects were useful to me except Thursday’s sample project.
- Allison did a good job of breaking down the use of new technology into steps. Sometimes I had trouble keeping up with creating a sample project with the group, because I was trying to write down the steps as we were learning.
- Necessary.
- Exciting - Something new every day - not being too computer savvy, I really had to try my hardest to keep up which was good for me. During the school year, not too much time is available to plan long term projects and this enabled me to think fast.
- These were very helpful, but with such a large group it would have been helpful for Allison to have other tech experts to help her answer questions and trouble shoot. One person trying to work with 20 people is a very difficult task, especially when covering such a complicated topic such as blogs, iweb etc.
PM Additional Training (1PM)

- I was eager to learn as much new technology as I could, so this was good even though my energy level was low.
- Not too helpful for me because it went too fast and too technical.
- Very useful to experiment on our own.
- I liked this because, as Dewey showed, we need to practice what we’ve learned. There was time to get help from colleagues and to offer help. Brainstorming was good.
- As most of us seemed to need minimum time to finish our projects the first two days, beginning our group sharing time at 2:00 worked very well (see below).
- I found all the information really valuable but the presentations went to fast. I think it would help to have written instructions on we can follow.
- I liked the introduction to new technologies related to our classes and the quick brainstorming we did about how to use them. I think it would be useful, though, to have a list of these new technologies along with notes about whether special subscriptions are needed to use them and if we already have those subscriptions in the Lab.
- I liked this very much also.
- I had difficulty following the training. Fortunately, Craig Reubelt was my “buddy” and helped me.
- I liked it.
- I enjoyed being exposed to the various software. I didn’t think the training provided was necessarily sufficient in order to master the skills to use it, but overall, it seemed to me that exposing us to what is out there was great.
- Great to have time to ask specific questions and personal instruction
- Useful for expanding ideas and working out bugs in projects.
- Good but I wanted more time to finish my projects
- Great!
- I feel I learn best when I have the opportunity to immediately implement a new skill. I felt I understand how to use the technology and I have examples that I have creating to refer to and use.
- A little bit tired.
- Putting together a day to day activity was a lot of fun. This slot enabled us to try out new ideas and put together creative ideas that in a normal day (during the school year) would be more difficult. Ms. Weiss was very helpful and tried her level best to accommodate all of us.
- These were also helpful, but sometimes, the timing was not always ideal. In some case, I would have preferred to have these a bit later and/or replaced with some troubleshooting suggestions (review of some common difficulties related to the earlier topic and how to avoid or overcome them.)
PM Regroup and Share (3PM)

- I loved sharing ideas and seeing other teachers creative final products. This inspired me and gave me new ideas for the school year.
- I enjoyed this.
- Very fun to see the other projects people worked on
- This was fun but maybe we could have “edited” them and not see everyone’s work. Some examples would have been enough.
- I appreciated the days when sharing as a group began at 2:00 as we were not rushed to include everyone’s presentations and comments. Plus, we had a bit of time at the end of the day to return to our computers and focus on our individual questions/concerns.
- I love this part of the day. I learned a lot by looking at the projects other colleges created. It was a fun time. I feel I also got to know my colleagues a little bit more. Great socializing time with a purpose in mind.
- Very nice way to end the day. Good for getting ideas about how to implement the technology in our classes and enjoy the good humor and company of our colleagues.
- It was fun to see what people had come up with and I was inspired with several of my colleagues projects.
- I liked that we had time to share our ideas. It was interesting to see how others use the lab.
- It was fun to see other people’s ideas.
- I enjoyed seeing what my colleagues produced.
- Good to see what other people did
- Very helpful to hear what ideas others have come up with; helps expand our knowledge of potential for technology
- Fun
- A lot of fun to see what people came up with
- I will take advantage of the opportunity to tap into the shared file to use my colleagues great ideas.
- A great way to relax and enjoy what we have accomplished for the day.
- Fun, fun fun. It was great viewing other ideas that we could use during the school year.
- Similarly, I sometimes wished we could have shared our work earlier, but I realize that people work at different speeds and this was not always possible.
Overall Pace of Training

- Sometimes it was too fast, but generally I could keep up. Again, I found it more helpful to actually DO (follow along with you) rather than just watching you. I remembered more how to manoeuvre in the new technology that way.
- Too fast for me, and I think it would help to divide into groups of beginners, intermediates, advanced.
- It was intense but manageable.
- Presentations about technologies was a little too fast.
- It was fine. I know people got frustrated because they couldn’t keep up and not all of us grasp the material at the same rate but, given the wide range of skills, the days progressed well.
- I think the pace was OK, but the amount of information got overwhelming as the week went on.
- I was comfortable with the pacing, and liked how the more in-depth sessions were scheduled in the morning.
- For me it was fine, but I was helping other people a lot and fell behind on my own projects and my overall focus.
- For me, it would have been better to have had various levels of instruction - beginner (for me and a few others), intermediate and advanced. The beginners need slow instruction and a lot of practice time.
- It was fine.
- It was fine.
- We had a lot to cover, so the pace was challenging sometimes
- Generally good, although with 20 of us and 2 teachers, it was sometimes frustrating when we needed one-on-one help.
- Great, however I already knew some of the things and could not really learn anything until later during the day. Allison was as always fantastic but we needed for example a webmaster to stay with us so we could ask more individual questions. Two people a couple of days would have being great.
- days one, two, and three were well-paced, day four should have been divided between two different days
- For the most part the pacing was just about right. Sometimes I needed to ask Allison to slow down so that i could write down steps/resources.
- A looooutines of information, but very helpful.
- A little fast for me but at the same time pushed me to keep up pace with each day's activity/
- The pace was fine and allowed me to explore a great deal of different topics.
Training Topics

- All appropriate. Maybe too many with too little time to practice/remember each? I look forward to the manual.
- Very good choices
- very interesting
- They were all great. Every one was useful and necessary.
- I know we did these, but as I’m not sure exactly what they were, I would recommend having a handout which summarizes them.
- All of them were very helpful. Gracias.
- Excellent! Very relevant and helpful for my class objectives.
- Excellent. I felt we kind of short changed the Podcasting work.
- I liked being exposed to all the topics.
- I am interested in much more topics covered.
- All topics were great.
- Well adjusted to our needs
- Very useful.
- Necessary
- very useful
- All of the topics were relevant. I feel that I can better utilize the features of my new MacBook after this week of training.
- Great topics. Those are what I needed. I want to start my blog too.
- Very important and pertinent to what we need to know and help our students enjoy and learn the language we teach.
- The topics were all very interesting. I think we could have used twice as much time to cover all the material.
Highlights and positive surprises during the week

• I thought we would be working on lessons and projects only for our curricula which we teach. I am pleasantly surprised that all final products will be accessible by everyone in the department. I only hope people respect the course and level so that we get to use our own creations.
• Also, I look forward to each teacher’s presentation on technology they examine in depth at dept meetings throughout the year, even though I am nervous that I might not share anything new or creative.
• Keynote and Blogs
  • I loved using iweb instead of dreamweaver
  • It was a lot of fun and there was a really positive exchange of ideas among colleagues. It’s weird to approach a lesson feeling totally lost and by the end of the day thinking you’ve got the basics.
• At times, I was able to answer basic questions which my neighbors had.
• In turn, my neighbors and Allison were extremely patient with me and my basic questions.
• Although the entire week was challenging for me, the breaks and discussion/sharing times made the seminar manageable.
• The fact I could do a project everyday! Gracias Allison!
• A highlight for me was to really start thinking more about how to synthesize technologies to enhance the language learning experience for my students. I no longer think about technology in a more compartmentalized way.
• For me, it was great to just have time devoted to practicing with different software and concepts. I think actually trying to produce something simple in each technology group was very helpful...challenging for some, but very helpful since it gives you a concrete concept of how long each process would actually be in the classroom.
• I have a blog!
• Podcast, Iflash. The most positive surprise is my newly found confidence.
• I enjoyed the format of having to produce a model project for the class. It made us tweak the projects we expect the kids to do. I really got a chance to put myself in the student’s shoes.
• Allison’s patience and colleagues’ creativity
• Learning camera and movie programs.
• We enjoy and share. We learn from each other.
• the Flip Video camera, seeing the projects of colleagues in the afternoon, learning IMovie, learning how to put an audio track into KeyNote.
• The greatest surprise is how user-friendly iMovie and iWeb are. I am happy to have an end of the year technology project, based upon the Little Red Riding Hood fairy tale that I can modify for different grade levels.
• My highlight of the week is that I made my own website first time in my life with the great help from Allison.
• Surprises are that I have so many useful software on my computer that I hadn’t utilized. (garageband, photo boot.)
• By the way, I really like “Remote Desktop”. I would like to know more when school starts.
• I could turn out a project every day - I actually completed the stuff I needed to.
• I especially en
Challenges during the week

- Keeping up with the pace, not getting frustrated with technological difficulties, staying focused. In general, I want to be able to do more than I am ready to do, but I just keep thinking “baby steps”.
- Everything
- coping with the limitations of a blog page
- It’s a lot to digest in 5 days.
- No air conditioning.
- The Lab does not provide a lot of work space for adults.
- As new faculty and an avid PC user, I am not familiar with Mac programs. Also, unlike many of my colleagues, I understandably did not have a laptop until the last day, and so therefore I was unable to further familiarize myself with the programs and work on projects outside of the Lab.
- iMovie. I need to work much more on this.
- Not having enough room on the server, and small tech glitches that came up during the elaboration phase of projects. Also, the moments when the server went down were sometimes difficult.
- I was disappointed in the blogging experience. I thought it would be easier.
- I tried and tried but couldn’t keep up. Thank you Craig and Allison and Diane for the extra help.
- Blogs
  - It is my impression that Allison could have used more help. In my case, I only got two or three chances to ask Allison questions about what I was working on during the whole week. I felt like one of those students who barely gets a chance to access the teacher. She tried to help us all, but it seemed to me that maybe class size was too large for one person. I was able to ask colleagues and this helped, but sometimes they did not know.
- Keeping up
- Website design
- Not being able to further my knowledge of using WordPress (which was my personal goal for the week)
- Trying to work when the file server was down. Trying to listen, look at the screen and write down steps without missing a step was challenging.
- Everything.
- Trying my hardest to keep up and follow along.
- Learning and working with iWeb was very challenging and difficult. It was also challenging in terms of how long it takes to save work in this program when you publish your site.
Suggestions for improving any aspect of this week

• Definitely get extra tech support (live bodies) to help you. Divide us by levels; the technologically advanced, intermediates and beginners.

• Allison needs to have more people to help her manage the flow of questions.

• I think the group could be divided by skill and perhaps by need. It must have been frustrating for Allison to field questions from the most basic (Where’s the toolbar?) to really complicated questions (How do I load a video from YouTube to my webpage?)

• Perhaps have more leaders, like Allison, to work in smaller groups of 3-4 participants who move at the same pace and may have more basic or more advanced needs.

• Encourage teachers to work in pairs for the creation of daily projects.

• Using iweb was overwhelming for me as a newbie, but I cannot recommend a different way to present it.

• Can a workshop that deals specifically with only Webpages and blogging be offered (several times) during the school year?

• Have another person to help during the time we are working on our own projects.

• I am happy with how things went overall right now, but if something occurs to me I will pass it along!

• Maybe do some of the training in smaller groups.

• Would be great if we had more trainers to help us

• More time

• Make shorter days. Eight hours is too long for many of us to sit in front of a computer.

• More one on one in the morning after Tuesday so we can during our breaks work

• Day 4 might have worked better had it been two days instead of one or one day for teachers with no previous experience and one day for teachers with experience. Learning web site technology and how to create a blog was too much for one day.

• Perhaps a second person to assist Allison during morning training sessions.

• Well, I can use all Allison’s time.

• I wish I could have Allison’s know-how all to myself. Wow!

• More time and more “experts” to work with Allison.
Using the Department Wiki

- I liked it. Coda was a bit hard to keep up with, but I think once you get used to it, wiki and coda can be great ways to brainstorm and share ideas much as you did this past year in dept meetings.
- very useful
- It worked well. It seems like a good tool and helped.
- Beyond the sharing of projects and ideas, I’m not really sure of the purpose of the Wiki page. If these are the only goals, I think it achieves its purpose well. If there are additional goals, I missed them and a handout might provide a good reference for such information.
- It was a great idea so we could see what other people were doing. We also got lots of information this way and we did not have to end up with tons of paper!
- Very nice for getting set up in the mornings with the tutorials and for seeing the schedule.
- I think this was a good experience for us. It familiarized everyone with different ways of transmitting info and getting us all on the same page.
- See “overall pace of training”.
- It was great!
- I learned to navigate this more quickly.
- Useful, although so full of things!
- Easy and useful
- I feel proficient after this week
- I only referred to the Wiki in the am for the tutorials to prepare for the day.
- Very clear and concise - we were able to link up to various activities in very short span of time.
- This is a very exciting new way for us to keep track of our progress and share our ideas.
Logging Tech Activities on the Dashboard

- I do not much like this idea.
- I thought it was OK. It helped think about how much time I spend on parts of a project. One of the drawbacks to some tech lessons is the time involved to prepare one and this really put that into perspective.
- While I don’t really see the personal benefits of logging activities, I do appreciate that it will provide useful information for the administration so I will try my best to log in all activities.
- I did not use it very much......I will fill it out today. Did not care much for it. I guess I am not here for the grade or chocolate even though I love gluten free snacks!
- I wish this had been more clear. I found some of the categories difficult to think of as exclusive (Skills vs. Models, for example, and Models vs. Sharing). When learning a new skill, looking at models is often part of the process. And, sharing involves looking at other models (other people’s presentations, for example), so this was somewhat confusing at times. I would have also liked to have a designated time when everyone enters something in the dashboard, as it was sometimes hard to remember to do this. Also, it was hard to be limited to 240 minutes for learning a new skill.
- I think that this is kind of time consuming at first and doing this survey at the end of the week seems kind of redundant. I like the idea of doing it during the school year, however.
- Didn’t particularly care for it
- Nice info to see, but not too useful for me.
- great idea!
- I did not find logging time to be helpful. I found the categories to be overlapping/unclear. I often forgot to log activities.
- I wish there were a way to see what I have already entered to see what I may have forgotten.
Project Planning Sheet

• Very helpful. I followed for all 4 projects.
• A good outline for what needed to be done.
• The sheet was a great reference and helpful for organizing and structuring each project.
• It was useful to make sure we had all the parts to our projects.
• Very nice for envisioning pre and post -implementation procedures for using new technologies in classes. It also is a nice reminder for teachers to store the projects on the server.
• This was an outstanding tool. It made you hold yourself to task and really think through your projects.
• I thought this was a good guide to prepare for lab activities.
• It was helpful
• This was helpful in making my lesson plans for the project.
• Useful
• Helpful in organizing ideas
• They worked
• I think one copy posted online would have been enough to refer to.
• The planning sheet was very helpful in setting the essential guidelines when planning our activities.
• This is a great way to organize and have a check list for future projects.
Other

• Thank you to Curt Lieneck for supporting our WLL. Thank you to the UCLS Prof Dev committee for supporting our department so that we could all improve our tech skills.
• Allison is very patient and helpful.
• Allison did a terrific job. She had to manage close to 20 persons by herself!!!!!! We had so many questions, so many things we wanted to be explained. She displayed so much patience. Next year, we need two extra persons to help her.
• I learned so much during this week.!!!!
• This was a useful workshop and I’m glad I got to participate. Thanks to everyone who made it possible.
• Thank you to Allison for your patience and for all your help. Although I’m sure you must have had many “Jane Goodall” moments with us, you never showed it.
• ALLISON - YOU ARE THE BEST! BEST TEACHER AND THE MOST PATIENT PERSON I KNOW. Thank you especially for your ideas, models, patience, different ways of helping, explanations and for answering all my questions.
• Can we have more handouts for additional review?
• I particularly enjoyed when we discussed as a group “How could this (topic) be used in the classroom?”
• Thank you for allow us to have this week to work on learning new technologies and creating new projects for our students. Special thanks to Allison for helping us for the last five days. She is always very patient and polite. We are lucky to have her as head of our Language Lab.
• Yes, thank you to the UCLS Prof Dev committee for supporting our department. We are very invested in using technology and have many applications for it. Our subject area offers many possibilities for implementing the technology since language relates to all aspects of life. We enjoy being creative and innovative in our field and learn well from each other. We embrace new technology and enjoy using it to continually enhance the language learning experience of our students.
• I think this was a great opportunity for me. Thanks to Allison who organized the presentations and schedule. She was very patient with all of our questions and as usual, cheered us all on when we actually made progress and created new projects.
• Thanks for funding this project’!
• Even though the overall training was too advanced for me , I was able to see how the lab can be used to enhance classroom instruction. I want to thank Allison, Diane and Craig for all their extra help!!!!!!!!!!!!!!!!!!!!
• Will there be this kind of training on regular basis?
• Thanks to Brooks Baker for the speedy turn around in migrating my computer. Thanks to Joe Kallo for his support on my i-Web page this summer. Allison tried to teach us a lot of useful software during this workshop. Gracias! Thanks to Diane for helping me this summer!
• If we didn’t have this time in the Summer, it will be impossible to keep up with the new technical possibilities and to create new projects during the school year.
• Very useful as well to be able to collaborate as a department.
• The greatest challenge for us as teachers and technology users is to become familiar enough with the tools so that we use them as an extension and enrichment of what we are doing in the class rather than using them as an end in themselves. The lab can be misused (as can the library) for a place where students elaborate projects (do research) when they could do it on their free time at home. My primary goal for each class is to make the class a social unit where we learn how to get along, listen to each other, enjoy each other’s company, and learn together. In my opinion, nothing replaces a good discussion. Coda does just this in the lab (a program that enables students to talk to each other using a computer program in the lab) but is like text messaging versus seeing the person and talking to them. This is why I like using the lab first and foremost to reinforce skills because reinforcing skills (like studying at home) is primarily a private enterprise and in the lab they have the opportunity to ask me questions. In addition, students are able to go to the lab and work independently when they want to. Projects are social assignments but do not need to be completely done during class time for Middle School students.
• Allison did a great job planning the week. I appreciate her energy, creativity, and her willingness to help us. She has a knack at meeting people at their own level.
• Thank you to Allison for the time you spent preparing and presenting this well-organized and useful workshop for our department.
• I just want to add a million thanks to Allison for her patience and help through this week. I really learned a lot and now I am looking forward to trying new ideas out - wish me luck Allison.
• I am really grateful for having had the opportunity to share so many ideas with my fellow language teachers. We have so few opportunities to spend comparing ideas, brainstorming and collaborating. I wish we had more of these kinds of workshops.
Factors Contributing to Success of TechWeek 2008

1. Majority buy-in. More than 90% of the department feels that technology is an important element of effective language instruction and classroom management.

2. Early adopters. Teachers like Marianne Zemil and Diane Jackson (early adopters) have invested a lot of time during the past six years or so toward the design and implementation of the lab and integration of technology in the curriculum.

3. School-year tech training. We had six departmental meetings focused on technology last year. Teachers already knew Allison as a trainer for the group, had worked with her one-on-one during the school year, and were confident that it would be time well spent. Steve generously created space on the monthly agenda for this monthly tech training. Without that time spent as a group during the school year, the department would not have been as enthusiastic about using their summer time for tech skills acquisition.

4. Consensus. Diane and Allison worked hard on an extensive proposal that helped to narrow down which technologies were most effective and important to cover in a training. That list was further narrowed down from ten to five topics in a Faculty Development meeting. There was general consensus that these were relevant, timely, and important topics for the department.

5. Availability. The training was scheduled for a week during the summer when the majority of the teachers could attend (i.e. didn’t conflict with travel abroad). Training at the end of the summer was good, because teachers returned fresh, but still had sometime before preparation week to digest what they had learned and enjoy their summers.

6. Commitment. Teachers committed to attending all five days of the week and arrived promptly each day. This consistency allowed for a good group dynamic to develop and made it easier for people to get to know and help one another. (Lesson learned: Whenever possible have extra tech support people available to answer individual questions, although this was a challenge since IS was pretty swamped preparing for the opening of school. I might suggest hiring additional temp help in the future.)

7. Patience and willingness to help. Teachers with higher tech skills were very generous in helping beginners. Beginners were open and willing to try new things. Everyone was patient with Allison, who could only be in one place at a time. Allison was low-key and patient with everyone else.

8. Infrastructure and space. Thanks to the fundraising efforts, the Lab administrative team, and Information Systems, we not only have the technology, but we have a physical space to meet in and improve our tech skills. The Training and Project Areas of the lab provided a place where teachers could spread out or work in groups, and where they can return often during the school year for follow-up training and planning.

9. Remuneration. Teachers were paid, of course, which helped to reimburse them for their time, cover childcare expenses, and gas.

10. Creative minds and solid pedagogy. Teachers in this department are level-headed about technology. They use it when it is most effective and will truly enhance
language acquisition. This was obvious in our discussions at the end of each day. There were a lot of great new ideas coupled with realistic expectations about what can be accomplished in the classroom setting.

11. Open communication. The department as a whole is open and honest in its communication. There was some give and take and flexibility in the planning of the event and also during the week to ensure that time was generally well-spent. Slight adjustments in the schedule were made on the fly when the group's overall pace sped up or slowed down. Everyone was willing to go with the flow.

12. Preparation. Once we knew that the week was funded, Allison encouraged teachers to be thinking ahead of time what exactly they wanted to accomplish during the week. Teachers were also prepared for new knowledge. Many of them have either attended previous training sessions hosted by IS in past years and/or sought out other tech-related professional development opportunities.

13. Models. Each day, Allison not only taught technology, but modeled a language activity using that technology. Teachers were able to experience a lesson first-hand as if they were a student before they started designing their own variation.

14. Sharing. Each afternoon, time was set aside for sharing lesson plans. This gave focus to the day and helped everyone see the many different ways you go with any given technology.

15. Ample time on task. A good deal of focused free time was built into the schedule so that teachers could move about, discuss things, help others, and find a quiet place to work.
Lesson Plans
Objectif: Students will practice and master the passé compose vs. imparfait.

Possible pitfalls: not very interesting, however, the advantages are that each student will write, speak, record, listen and share original language in French! I often have students do mini-presentations pretending to be the teacher. This way each student can have that same experience with one of our most important grammatical points/topics covered this year in this course.

Instructions: Vous pouvez employer vos notes, mes exemplaires et les deux livres de texte pour vous guider. Rappelez-vous ce que nous avons fait en classe pour reviser le passé composé et l'imparfait!

Activité 1: Révision du passé compose

1) Expliquez-moi par écrit sur notre wiki la formation des participes passés qui terminent par –é -i ou –u. Par exemple marché, choisi ou attendu
2) Écrivez-moi une liste de 8 verbes qui prennent l'auxiliaire avoir et être,
3) Inventez 6 phrases originales et créatives avec l’auxiliaire avoir et être.
4) Enregistrez vos phrases dans DiLL. Il est nécessaire d’abord d’ouvrir une tache “pre-assigned” avec apple T.
5) Partagez et lisez vos phrases avec vos partenaires en entrant dans le Wiki.
   Corrigez-vous vous mêmes.

Activité 2: Le contraste du passé composé et de l’imparfait!

2) Écrivez une phrases originale pour chaque règle.
3) Enregistrez les 8 phrases dans DiLL. Ouvrez d’abord une tache pré-designée.
4) Partagez vos phrases avec la classe!

Evaluation: See Evalphrases word document. Students will receive 20 points towards their fifth of lab work as outlined on my contract with my students. This is just a portion of the 20% of their oral or participation grade for their final quarter grade. This activity will be weighted 10 points for grammar on how well they distinguished avoir/être and p.c./imparfait usage, 5 points for creativity, 5 for originality and 5 for pronunciation/intonation.
Evaluation orale: comment avez-vous parlé? Je vous donnerai un score base su 5 points sur votre grammaire, creativité, originalité et prononciation pour un total de 20 points.

Supporting materials: See handouts in project 1 folder. In class, prior to coming to the lab, I will give the students instructions, remind them how to use the computers in the lab and we will practice making sentences. I do this with the story telling and it helps save time and improves the overall quality of student output.
Five slide podcast / podcast de cinco diapositivas con sonido

7th grade Spanish / 7epo

Objective: In 7th grade Spanish, we study Spain in depth. This year we will do two projects after we study the history and geography of Spain together. In the first one, you will chose a province of Spain and do a keynote presentation with sound. In the second, you will choose your favorite city in your province and then do a five slide keynote presentation with sound on that city.

Skills: To learn how to do research, summarize history, say dates and to learn important vocabulary in the history of Spain.

Supporting materials: I have a glossary from last year which I will attach. I will need to make a new one specific to Spain.

Instructions and Model:

Paso 1: We will be using keynote to make a simple podcast. Open/ abre Keynote and select a theme for the slideshow. Click on the Masters button and select the “Photo – Big” template. If your theme does not have this feature, chose another one.

Paso 2: Click on the “new” button with the plus sign on the top left-hand corner. This will duplicate the slide. Make five copies of the slide in total.

Paso 3: Open Safari. Type in flickr.com Search the Creative Commons on Flickr for photos of your province/city. Click on all sizes to see the large size. Drag the photo onto the desktop or directly into your Keynote presentation using your mouse or the Apple tab trick. Position your photos and write a title en español.

Paso 4: In Keynote, go to File menu and select “Record Slideshow”. You will see a red button on the top left hand corner of your screen indicating that you are recording. Press this button to pause your narration as necessary. Begin recording for the first slide. Then hit the pause button and the right arrow key on the keyboard to begin recording for slide 2, etc. Record your 5 sentences and hit the space bar to stop and ESC to end. Click the Play button to review your slideshow.

Paso 5: Go to File menu and select “Export”. Click on the iPod on the right hand corner and then Next. Give your podcast a name and save it to our Projects server with the province or city’s name and your name in the title.

Evaluation: Students will be evaluated on the interest level of the presentation, creativity, pronunciation, grammar and vocabulary. See a copy of the grade sheet.

Note: My model is of Seville, Spain (Sevilla). The photos are from my searches on flickr.com and the dates and history are from wikipedia en español.
Glosario Sevilla
7epo español

Note: Words in glossary are listed in order of appearance

Slide 1
Antiguo/a – ancient
La mezcla - mix
Judío/a – Jewish
Musulman/a Muslim

Slide 2
La Giralda – the name of the minaret of Seville
La mezquita – mosque
El rey – king
Conquistar – to conquer, conquista – conquers
Empezar – to start, empieza – starts
Convertirse a - to convert, Se convierten a la cristiandad – they convert to Christianity
Real(es) – royal
El giraldillo - weathervane
La cima – top

Slide 3
El alcázar, la fortaleza, el Castillo – fort or castle
El califa – an arab governor
El cuarto – room
La fuente – fountain
La arquitectura – architecture
Mudéjar – style of Spanish architecture with Moorish influence
El artesano – artesan
**Slide 4**

El barrio – neighborhood
La calle – street
Estrecho/a – narrow
La Edad Media, La Edad Medieval – The Middle Ages, Medevial Times

**Slide 5**

Encontrar(se) - to find, se encuentra = se sitúa – is located or situated
El río – river
El oro - gold
1) Hola me llamo Señorita Baum. Estoy en la clase de séptimo. Hoy te llevo a Sevilla, España. Esta primera foto es del centro de Sevilla. Sevilla es una ciudad muy antigua o vieja y muy bonita. Es un ejemplo de la mezcla de las tres culturas que representan España: la cristiana o católica, la judía y la musulmana.

2) Esta segunda foto es de la Catedral de Sevilla con la Giralda. La giralda es el antiguo minarete de la Gran Mezquita del siglo XII (1184). Cuando el Rey Fernando III, un rey cristiano, conquista la ciudad en 1248, los sevillanos se convierten a la cristianidad. La construcción de la catedral empieza en 1401. Los arquitectos reales deciden dejar el minarete y hoy se llama cariñosamente “La Giralda” por el giraldillo en la cima.

3) En esta tercera foto vemos Los Reales Alcázares de Sevilla o el Alcázar de Sevilla. Hay muchos alcázares por toda España, porque alcázar significa en árabe Fortaleza o Castillo (en latín). Es y siempre fue una residencia para los califas árabes y luego los reyes españoles. La construcción empieza en 713 bajo un califa árabe, pero cada rey añade nuevas partes: arcos, cuartos, decoraciones, fuentes, jardines, patios. La arquitectura es un ejemplo del estilo mudéjar de artesanos musulmanes y cristianos.

4) En esta cuarta foto vemos el Barrio Santa Cruz. Es el barrio más antiguo de Sevilla. Las calles son pequeñas y estrechas como en la Edad Media o Medieval. Es donde se sitúa “la judería” o el barrio judío. Sevilla tiene la segunda comunidad judía más importante de España tras Toledo (la capital medieval de España) antes del 1483 cuando la inquisición española empieza.

5) En esta última o quinta foto vemos la Torre del Oro que se encuentra en el paseo Colón y en el Río Guadalquivir. El Guadalquivir es uno de los ríos más importantes de España. La Torre del Oro se construye en 1221. Se sirve como prisión y para guardar metales preciosos como el oro que vienen de las Américas. Hoy es un museo marítimo con cartas, mapas y otros documentos históricos.
Instructions for the Dating Ad Project

1) Escribe tu descripción. Usa el verbo estar y gustar una vez como mínimo. Usa verbos en el presente como tengo, vengo, puedo.
2) Lee tu descripción antes de empezar a grabar el video.
3) Abre imovie 08. Ve a File Import from Camera. (You will see your face on the screen via the iSight camera on your computer. Adjust your windows so that you can see your text and the camera. Click the Capture button and create a new event name with your name and the project name (i.e. BaumDatingAd). Imovie starts filming IMMEDIATELY. Click done to stop recording. The clip will take a moment to process. Close the capture screen.
4) Drag your mouse over the entire clip from left to right. Once there is a yellow border all around the thumbnails, click on a face and drag the picture into the project library area above.
5) Play to review.
6) Go to Share Menu and Export Movie. Select Mobile setting of 480 x 272 resolution and give the file a name as you did in step number 3 with the project name and your name. Save it on the desktop and later into your class project folders. DO THIS SO YOU DO NOT LOSE YOUR WORK!
7) Watch as many of the class videos as you can and e-mail your teacher the name of the your favorite student.
8) Write a response and record it to your “ideal” future mate.
Lesson Plan for 6th grade using iWeb and DiLL

**Title:** Qué tiempo hace?

**Objectives/Skills:** 1) To introduce the weather expressions in the first unit in 7th grade Spanish (En español 1a Unidad 3, etapa 3). 2) Emphasis is on speaking and writing.

**Description:** Students will pretend to be weather forecasters who are predicting the weather in countries around the world. They choose a map which they can alter from the internet. Then they will pick five cities with different weather conditions.

**Procedure:** Students will be assigned a country posted on an iWeb page. Then they must write a script incorporating the minimal required elements. Afterwards, they will revise and memorize the script. Finally, they will record their monologue in DiLL.

**Minimal Requirements:**

1) Present five different weather conditions from five different cities.
   
   a) Use hace, hay or está
   
   It’s clear.
   
   b) use llover or nevar once at least once.
   
   It’s raining a lot.
   
   c) Use hace with the temperature
   
   It’s 30 degrees Celsius
   
   Use humor whenever possible and have fun!

2) Students must embellish the presentation to make it more substantial by using additional vocabulary (clothing) and grammatical structures (present progressive and tener expressions).

**Evaluation:** Students will be evaluated based on the following criteria: speaking, final version of script, pronunciation, grammatical accuracy and fluency.
Imparfait

Valeur générale: L’imparfait montre un fait en train de se dérouler dans une portion du passé, mais sans faire voir le début ni la fin de l’action: *Le soir tombait...*

Employez l’imparfait pour exprimer le passé si un de ces faits et vrai: Voir p. 107 dans AMSCO et p. 78 dans le texte *Bon Voyage 2* pour l’anglais.

1) une action incomplète – *Les oiseaux chantaient...* *Je parlais quand je suis tombé(e).*
2) une action continuelle (sans début ni fin) *Il faisait ses devoirs.*
3) une description (de l’heure, date, le temps qu’il faisait, les traits de quelqu’un) *C’était le 9 octobre. Il faisait chaud. Elle était nerveuse.*
4) une action habituelle ou répétitive *Il arrivait à l’heure généralement.* Voir numéro 7.
5) Deux actions qui progressaient simultanément au passé. Nous écoutions de la musique pendant que nous étudions le français.
6) Pour décrire une action qui progressait quand une autre action l’a interrompue ou intervenue. *Je sortais de la maison quand Luc a téléphoné.* (Le coup de fil de Luc m’a interrompu.)
7) Avec les verbes qui expriment des états mentaux au passé; aimer, désirer, espérer, vouloir, etc. Voir p. 116 d’AMSCO pour une liste complète. *J’aimais danser quand j’étais petite et j’espérais devenir danseuse.*
8) Pour traduire “was/were ______-ing” ou “used to” ou “would” de l’anglais. Je voyageais en Asie chaque été. Vous voyagiez en Europe chaque année. Elle jouait du piano de petite.
9) Avec les expressions suivantes: Notez leur valeur habituelle, répétitive et continuelle:

De temps à autre
De temps en temps
D’habitude (habituellement)
D’ordinaire
En ce temps-là
En général (généralement)
Fréquemment
Parfois
Quelquesfois
Souvent
Toujours
Tous les jours (mois, ans, etc.)
Tout le temps
Evaluation orale: comment avez-vous parlé? Je vous donnerai un score basé sur 5 points sur votre grammaire, créativité, originalité et prononciation pour un total de 20 points.

Usage du passé composé vs. imparfait 1 2 3 4 5

Usage des verbes avoir vs. être au passé composé 1 2 3 4 5

Prononciation/intonation 1 2 3 4 5

Créativité 1 2 3 4 5

Phrases originales 1 2 3 4 5

TOTAL: _______/20
Imparfait vs. Passé Composé

L’Imparfait

1. décrit le cadre, un état d’esprit, ou une condition au passé: *Il faisait du soleil et j’étais content(e) de sortir.*

2. exprime une action habituelle ou répétée au passé. *Quand Alceste venait en classe, il apportait toujours quelque chose à manger.*

3. exprime une situation qui peut être interrompue par une action précisée (dans le passé composé): *Nous criions quand le professeur est entré dans la salle de classe.*

Le passé Composé

1. s’emploie pour exprimer une action terminée

*Nicolas a acheté un bouquet de fleurs.*

Donnez vos propres exemples:
Exercice de pratique:

**Instructions**: Lisez une fois. Entourez les verbes à l’imparfait et soulignez les verbes au passé composé. Après, expliquez les usages de l’imparfait vs. le passé composé dans ce passage:

L’autre jour Nicolas et son ami Alceste se promenaient dans la rue. Comme d’habitude Alceste mangeait une tartine toute couverte de confiture qui tombait goutte à goutte sur sa chemise et sur le trottoir formant une trace orange qui suivait les deux garçons. Au coin de la rue les deux amis ont rencontré leurs amies Louisette et Marie, qui étaient en ville, elles aussi, pour faire des achats. Il n’était qu’onze heures du matin, mais les deux filles étaient chargées de paquets de toutes sortes. Galamment les deux garçons leur ont demandé s’ils pouvaient les aider; les deux filles ont répondu que “oui”. Nicolas a vite pris des paquets de Louisette, son amie sportive, mais Alceste a eu beaucoup de difficultés à tenir ses tartines et les paquets de Marie en même temps. Il ne pouvait pas décider ce qu’il préférait – Les tartines ou les paquets? Tout d’un coup tous les paquets, les tartines et Alceste sont tombés par terre. Tous les achats des filles se sont dispersés dans la rue. Dans la confusion Nicolas a oublié qu’il avait les paquets de Louisette, et il a laissé tomber les paquets aussi. Ils ont commencé à pleurer tous les trois…Mais où était Alceste? Il est resté par terre et il a ri des efforts inutiles et ridicules de ses amis.

Extract adapté du chapitre “Le chouette bouquet” du livre *Le Petit Nicolas*
Imparfait vs. Passé Composé


Rappelez-vous: L’imparfait et le passé composé sont équivalents sur la chronologie, mais ils présentent l’action au passé d’un point de vue différent.

L’imparfait:
Valeur générale: L’imparfait montre un fait en train de se dérouler dans une portion du passé, mais sans faire voir le début ni la fin de l’action: Le soir tombait...

Employez l’imparfait pour exprimer le passé si un de ces quatre faits et vrai:

1) une action incomplète – Les oiseaux chantaient...
2) une action continuelle (sans début ni fin) Il faisait ses devoirs.
3) une description (de l’heure, date, le temps qu’il faisait, les traits de quelqu’un) C’était le 9 octobre. Il faisait chaud. Elle était nerveuse.
4) une action habituelle ou répétitive Il arrivait à l’heure généralement.
5) Pour décrire une action qui progressait quand une autre action l’a interrompue. Je sortais de la maison quand Luc a téléphoné.
6) Avec les verbes qui expriment des états mentaux au passé; aimer, désirer, espérer, vouloir, etc. Voir p. 116 d’AMSCO pour une liste complète. J’aimais danser quand j’étais petite et j’espérais devenir danseuse.
7) Avec les expressions suivantes:

De temps à autre
De temps en temps
D’habitude (habituellement)
D’ordinaire
En ce temps-là
En général (généralement)
Fréquemment
Parfois
Quelquesfois
Souvent
Toujours
Tous les jours (mois, ans, etc.)
Tout le temps
**Le Passé Composé**

Valeur générale: Le passé composé exprime un fait passé par rapport au moment où l’on parle et considéré comme achevé (terminé ou complètement).

*J’ai écrit à ma grand-mère ce matin.*

*Pour achever ce travail, j’ai lu beaucoup de livres.*

Employez le passé composé si l’action est:

1) une action complète ou achevée: *Tu as fait tes devoirs.*

2) Une action qui a commencé et a fini dans une période de temps spécifique:

*Aujourd’hui il est arrivé à neuf heures.*

*J’ai regardé la télé de 5 heures à 7 heures du soir.*

*J’ai lu jusqu’à 9 heures.*

*Elle a joué au tennis hier soir.*

*Il a été senator entre 2002-2004.*

*J’ai travaillé pendant deux heures.*

*J’ai écouté des disques un bon moment.*

3) avec les expressions suivantes:

l’année passée (dernière)

avant-hier

d’abord

enfin

ensuite

l’étée (l’hiver) passé

finalement

une (deux…) fois

hier

hier soir

l’autre jour

ce jour-là

plusieurs fois

un jour

le mois passée (dernier)

la semaine passée (dernière)

soudain

tout à coup

Remarquez en 2) des compléments qui indiquent une durée de temps: de, depuis, en , jusqu’à et pendant.
NOTE: Parfois vous pouvez traduire le passé composé par le passé simple ou défini en anglais, bien que l’imparfait veut dire une action qui s’exprime par “was/were –ing” ou “used to” ou “would” ( “would” comme passé pas comme conditionnel) en anglais.
Trois verbes réguliers à l’imparfait

I. La première conjugaison – le groupe qui termine en –ER

Prenez le verbe “mâcher” à la forme “nous” mâchons
Quittez le –ONS
Ajoutez les terminaisons pour l’imparfait à la racine “mâch”

<table>
<thead>
<tr>
<th></th>
<th>Nous mâchions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je mâchais</td>
<td></td>
</tr>
<tr>
<td>Tu mâchais</td>
<td>Vous mâchiez</td>
</tr>
<tr>
<td>Elle mâchait</td>
<td>Ils mâchaient</td>
</tr>
</tbody>
</table>

II. La deuxième conjugaison – le groupe –IR

Prenez le verbe “grandir” à la forme “nous” grandissons
Quittez le –ONS
Ajoutez les terminaisons pour l’imparfait à la racine “grandiss”

<table>
<thead>
<tr>
<th></th>
<th>Nous grandissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je grandissais</td>
<td></td>
</tr>
<tr>
<td>Tu grandissais</td>
<td>Vous grandissiez</td>
</tr>
<tr>
<td>On grandissait</td>
<td>Elles grandissaient</td>
</tr>
</tbody>
</table>

III. La troisième conjugaison – le groupe –RE

Prenez le verbe “rendre” à la forme “nous” rendons
Quittez le –ONS
Ajoutez les terminaisons pour l’imparfait à la racine “rend”

<table>
<thead>
<tr>
<th></th>
<th>Nous rendions</th>
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</thead>
<tbody>
<tr>
<td>Je rendais</td>
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</tr>
<tr>
<td>Tu rendais</td>
<td>Vous rendiez</td>
</tr>
<tr>
<td>Il rendait</td>
<td>Elles rendaient</td>
</tr>
</tbody>
</table>

Maintenant, conjuguez des verbes: raconter, réfléchir, entendre en nous expliquant comme j’ai fait en haut.
L’Imparfait de l’Indicatif

I. La Formation (voir p. 100 d’AMSCO)

a. Prenez la forme “nous” du présent simple des verbes de n’importe quelle conjugaison
b. Quittez la terminaison –ons
c. Ajoutez les terminaisons correspondantes pour chaque pronom sujet

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<table>
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</thead>
<tbody>
<tr>
<td>Je</td>
<td>-ais</td>
</tr>
<tr>
<td>Tu</td>
<td>-ais</td>
</tr>
<tr>
<td>Il/elle/on</td>
<td>-ait</td>
</tr>
<tr>
<td>Nous</td>
<td>-ions</td>
</tr>
<tr>
<td>Vous</td>
<td>-iez</td>
</tr>
<tr>
<td>Elles/ils</td>
<td>-aient</td>
</tr>
</tbody>
</table>

Conjuguez vous-même les verbes suivant à l’imparfait

bavarder
saisir
perdre

Rappelez-vous:

1. Les verbes qui terminent en –CER ont “ç” dans la forme “nous”. Alors Nous commençons au présent devient je commençais, etc. devant la “a” à l’imparfait.
2. La forme “nous” des verbes avec “G” manger, nager, corriger, voyager, etc. ont un “E”. Alors, nous mangeons au present, donc je mangeais, tu mangeais, il mangeait, etc et ils mangeaient. (Voir pp. 102-3)
3. Les verbes irréguliers suivent la même règles de formation (Voir p. 104), mais être est très irrégulier: j’étais, tu étais, il était, nous étions, vous étiez, elles étaient)
4. Révisez les verbes au présent simple pour des changements d’ortographe. (Voir chapitre 1-3 d’AMSCO).
Les Emplois de l’imparfait (Voir pp. 107 d’AMSCO)

A. L’imparfait sert à décrire les personnes, les choses ou les faits tels qu’ils étaient dans le passé:

Savez-vous qui était Madame Curie?
Sa fille avait six ans, mais elle semblait plus âgée.
Les hommes des cavernes ne connaissaient pas l’agriculture.
Les chevaliers du moyen âge portaient des armures.

B. L’imparfait s’emploie pour exprimer une action habituelle dans le passé:

Chaque fois que je l’invitais à danser, elle refusait.
Le courage de Bonaparte impressionait ses soldats.
Les Huns mangeaient de la viande crue tous les jours.
Je voyageais en Europe chaque été.

C. L’imparfait exprime les circonstances qui accompagnent une action principale dans le passé. Il sert par exemple à décrire le décor d’une scène, ou ses personnages. Il pleuvait quand je suis arrivée à Paris. La nuit tombait. Il faisait du vent. Le général était un homme grand et taciturne qui perdait rarement la tête.

D. L’imparfait décrit une ou plusieurs actions, déjà commencées et qui continuent dans le passé. Normalement avec “depuis”:

Ma soeur étudiait le français depuis trois ans.
Il pleuvait depuis la veille (hier).
Il était en France depuis quatre mois.
Depuis la mort du roi, la reine gouvernait seule.

E. L’imparfait est un temps passé, mais le mot “imparfait” veut dire que l’action se déroulait dans le passé, sans indiquer si elle a continué ou non plus tard. Comparer les exemples:

Il était malade (quand je l’ai vu, peut être à –t- il guéri depuis).
Il a été malade (mais il ne l’est plus).

Il y a une heure que mon frère jouait au tennis (peut être y joue-t-il encore).
Il y a une heure que mon frère a joué au tennis (il a terminé de jouer – il n’y joue plus).
F. L’imparfait exprime le jour, le mois, la date et l’heure dans le passé:

_C’était lundi._
_C’était le 5 septembre._
_C’était le mois d’août._
_Il était trois heures et demie._

G. L’imparfait décrit les sentiments et les conditions au passé. Normalement on l’emploie avec les verbes aimer, croire, désirer, espérer, être, penser, pouvoir, préférer, regretter, savoir, vouloir, parmi autres verbes similaires.

_Nous croyions (savions, pensions) que c’était urgent._
_J’espérais gagner le match de foot._

H. L’imparfait s’emploie pour décrire une situation qui _se déroulait_ quand une autre action _l’a interompue._

_Je me baignais quand la porte a sonné._
_Elle jouait au basket quand elle s’est cassée la jambe._

I. L’imparfait s’utilise pour deux actions qui se déroulaient au même temps ou _simultanément._

_Je prenais le petit-déjeuner pendant que je lisais le journal._
_Mme BAUM buvait du café pendant qu’elle corrigeait nos rédactions._

Extra: Après _si_, l’imparfait peut exprimer un désir:

_Si j’étais riche!_  
_Si seulement je pouvais aller en France!_  
_Si jeunesse savait, si vieillesse pouvait._
Révisions des participes passés pour le passé composé

Avoir – eu
Être – été
Boire – bu
Connaitre – connu
Courir – couru
Couvrir – couvert
Devoir – dû
Dire – dit
Écrire – écrit
Décrire – décrit
Faire – fait
Lire – lu
Mettre – mis
Permettre – permis
Mourir – mort
Naître – né
Offrir - offert
Ouvrir – ouvert
Pleuvöir – plu
Pleurer – pleuré
Pouvoir – pu
Recevoir – reçu
Rire – ri
Savoir – su
Vivre – vécu
Voir – vu
Vouloir – voulu
S’asseoir – assis – Je me suis assis(e)

Les verbes qui se conjuguent avec être sont tous les verbes réfléchis et:

1. Aller, passer
2. arriver
3. entrer (rentrer)
4. monter
5. rester
6. descendre
7. sortir
8. tomber
9. partir
10. retourner
11. naître, mourir
12. devenir (venir, revenir)
Nota para el proyecto keynote (podcast)

Presentación oral: 30

Narración (25)
Gramática (25)
claridad y expression (10)
organización (10)
pronunciación (10)
plan escrito (20)

Nota _____/100
DiLL Project 3
Spanish Dating video
Ann Beck, Craig Reubelt & Suzanne Baum

OBJECTIVES:
• Read/review adjective agreement, gustar, ser vs. estar, present tense verbs
• Read/review descriptive adjectives, emotions, personality traits and activities
• Write description of self to serve as dating agency ad
• Speak record the description of oneself
• Listen to classmates’ ads
• Write and record a response to one or more ads

Students will write and record a video ad for an online dating agency. Then they will listen to and view the classes’ ads and write and record a response to one or more of them.

MATERIALS
Textbook
Paper and pencil or pen
Worksheet (to be provided by teacher)

INSTRUCTIONS
1. Have students view the teacher model ads.
2. Distribute worksheets to students. After explaining project, instruct students to complete the worksheet in which they will describe themselves and their likes and dislikes.
3. When they have finished writing, instruct them to open imovie and begin recording. Save to a class project folder.
4. When the students have finished recording, instruct them to each play and listen to other student videos.
5. After viewing several videos, students write and record a response to the video of their choice.

Possible alternative: For higher-level classes you can require students to use different tenses. Students can then write and record their experience after an imaginary date.

EVALUATION
• Teacher can check written work for correct use of vocabulary and verbs.
• Teacher can check listening comprehension, to see how accurately they respond to the ad.
• Speaking can be evaluated using a 1-5 scale for the recorded portion of exercises.
AP Speaking activity  
Steve Farver

Speaking and aural comprehension skills

The goal is to speak in French about a topic that has not been previously assigned. At random the teacher will assign a topic and the students will have 60 seconds to speak about the topic.

Students will be graded on their pronunciation (5 pts) correctness of expression, (5 pts) vocabulary (5 pts) and content (5 pts).

Step 1 – Students log in to DiLL and choose the pre-assigned task.

Step 2 – The instructor shows the topic to students on the class screen.

Step 3 – Students record themselves for 60 seconds.

Second activity

Writing and aural comprehension

The goals are to improve writing and listening skills.

Step 1 – Teacher will load the student recordings from the above exercise into a zip file and then onto the server in projects where the students can access them at home.

Step 2 – The students will listen to themselves, write out what they have said and edit or correct their remarks.

---

1 The list includes but is not limited to: sports, doctors, cafeteria, friends, studies, a second language, family, marriage, old age, youth, driver’s license, classes, what constitutes a good teacher, a fond memory, a bad memory, a bad film, a good film, the internet, and other topics that the students could suggest.
A Keynote project using the subjunctive and the environment
Steve Farver

Speaking and writing skills. The subjunctive, vocabulary, pronunciation.

The students will find five slides that relate to the environment. They may choose images that show a positive or negative environmental issue.

For each image they must write a sentence that uses the subjunctive. What is important, necessary, etc. In addition they should prepare an extra sentence that is associated with the image.

In their narration for each slide they should read their slide but also include the extra commentary that they put with each image.

They will be evaluated on their pronunciation, the correctness of expression and the content.

In viewing each slide show, the other students will be asked questions based on the comments that were not written.
AP iMovie project
Steve Farver

This program is easy to use at an elementary level but if you want a really finished product, it seems to take a lot of time and careful manipulation. Therefore, I would use it as a glorified recorder to get a simplified movie from each student and not ask them to do an involved project with titles, music, etc.

I would develop a series of topics for classes to use to make short films.

1. Act as a reporter
   a. Tell about an embarrassing moment in your life
   b. Tell something from current events
   c. Read an article and give an analysis of it
   d. Develop questions with a partner to give an interview. Here they could work in pairs, one being the reporter, the other the subject.

2. Develop a series of short questions asking for an answer that involves more than one sentence.
   a. What is your Zodiac sign (either western or Chinese) and do you fit well with it’s characteristics.
   b. Describe your family
   c. Describe your best friend
   d. What do you want to study at university and why.

3. Develop a series of questions with if and when to use conditional sentences
   a. If you had a million dollars and couldn’t spend it on yourself, what would you do with it?
   b. If you could change one thing about your life, what would you change and why. How would this be better?
   c. If you had been born at the time of Louis XIV, what would your life have been?
   d. When you were six, what was your favorite program on TV and why?

These could be answered on film and put in a project folder or shared with the class. Some of them would need some advance preparation and others could be done impromptu.
Skills: Students actively practice vocabulary associated with specific sports, the locations where they are played, and the equipment needed to play them. Students review the verb conjugation for 'jugar' and using the constructions: 1) Jugar + al + <sport name> en .... and 2) Jugar + al + <sport name> con ...

Activity: Students will be shown a presentation of five pictures. For each picture, students must answer the following questions in Spanish with complete sentences:

1) What sport is the sport figure playing? (Ej.: Brett Favre (Él juega al fútbol americano.)

2) Where is the sport generally played? (Ej.: Juega al fútbol americano en un estadio.)

3) Name 3 specific equipment objects which can be used to play the game. (Ej. Juega al fútbol americano con un casco, una bola, y unos guantes.)

Student Instructions: Following the example slide and when prompted, list the following sporting information for each slide with complete sentences in Spanish.

1) ¿A qué deporte juega la persona? (Ejemplo: Brett Favre juega al fútbol americano.)

2) ¿Dónde juegas el deporte? (Ejemplo: Él juega al fútbol americano en un estadio.)

3) ¿Qué 3 cosas usa para jugar al fútbol americano? (Ejemplo: Él juega al fútbol americano con un casco, una bola, y unos guantes.)

Evaluation Guideline:

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<td>Pregunta 3</td>
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</tbody>
</table>
Lesson Plan for 8th grade using the Flip Camera

Deb Foote

Title: ¡Vendo mi casa!

Objectives/Skills: To review previously learned structures in 7th grade and practice new grammatical material in the En español 1b textbook. Emphasis is on speaking, listening, writing and reading.

Description: Students will pretend to be real estate agents who are trying to sell one of their homes. They will pick three rooms in their house to feature in a video presentation. For each room they must describe it and “sell” it by discussing activities they can do there.

Procedure: Students will first write a script incorporating the minimal required elements. Then, they will revise and memorize the script. Lastly, they will film a scene in which they act out the script on location at their houses.

Groupings: Students will work in pairs and be required to visit their partner’s house.

Minimal Requirements:

1) Present each room using adjectives and prepositions of location.

   “This is the garage. There is a new shiny car next to the door. “

2) Make the room seem attractive to a potential buyer by noting:

   a) something you should do there using the verb construction

      DEBER + INFINITIVE.

   and

   b) something you can do there using the verb

      PODER + INFINITIVE.

   Use humorous visuals and situations!

   “Here you should park your car. But also, you can hide things from your brothers and sisters. “

3) Lead your buyer to the next room using an appropriate expression with

   IR + A/AL + PLACE

   “Now we are going to the bedroom.” (Ahora vamos al dormitorio)

4) ONE OF THE ROOMS MUST FEATURE REFLEXIVE VERBS.
“This is the bedroom. Here I wake up very late on the weekends.

5) Students must embellish the presentation to make it more substantial by using additional vocabulary and grammatical structures.

**Evaluation:** Students will be evaluated based on the following criteria: speaking, final version of script, pronunciation, grammatical accuracy and fluency.
Lesson Plan for 6th grade using iWeb and DiLL

Deb Foote

Title: Qué tiempo hace?

Objectives/Skills: 1) To introduce the weather expressions in the first unit in 7th grade Spanish (En español 1a Unidad 3, etapa 3). 2) Emphasis is on speaking and writing.

Description: Students will pretend to be weather forecasters who are predicting the weather in countries around the world. They choose a map which they can alter from the internet. Then they will pick five cities with different weather conditions.

Procedure: Students will be assigned a country posted on an iWeb page. Then they must write a script incorporating the minimal required elements. Afterwards, they will revise and memorize the script. Finally, they will record their monologue in DiLL.

Minimal Requirements:

1) Present five different weather conditions from five different cities.
   a) Use hace, hay or está
      It’s clear.
   b) use llover or nevar once at least once.
      It’s raining a lot.
   c) Use hace with the temperature
      It’s 30 degrees Celcius
      Use humor whenever possible and have fun!

2) Students must embellish the presentation to make it more substantial by using additional vocabulary (clothing) and grammatical structures (present progressive and tener expressions).

Evaluation: Students will be evaluated based on the following criteria: speaking, final version of script, pronunciation, grammatical accuracy and fluency.
Skills: Students describe themselves using the prompts below. Students provide enough information so the rest of the class can guess who is the specific student doing the description.

Activity: Each student will get a copy of the prompts they need to answer in order to do their recordings.

DURING THIS DESCRIPTION, DO NOT USE YOUR NAME IN ANY RESPONSES!
All responses must be in Spanish and should use correct grammar.

1. Describe yourself physically using the verb 'SER' and 3 different adjectives.
2. Describe yourself physically using the verb 'TENER' and 1 adjective.
3. Describe your personality using the verb 'SER' and 3 different adjectives.
4. List each individual member of your family, including up to 2 pets, and no more than 4 total members.
5. Describe each member of your family with one different adjective.
6. List 4 general clothing items you often wear to school.
7. Name 3 activities, using the verb GUSTAR, which you like to do.
8. Name 2 activities, using the verb GUSTAR, which you do NOT like to do.
9. Mention 3 specific –AR verb activities you do in your favorite class.
10. Mention 2 specific –ER verb activities you cannot do in your favorite class.

Student Instructions:

I. Read and prepare your personal description using the prompts above.

II. Memorize your personal description. (Remember: DO NOT USE YOUR NAME in any responses.)

III. Record your personal description in DiLL. If necessary, you may refer to the written prompts below, but you may NOT read any previously prepared answers.
(Students will review recording procedures with Lab Consultant on day of recording. Instructors may bring students for a practice recording before the actual "real" recording.)

**Evaluation Guideline:**

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<th>Skill</th>
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<td>Actividades que no te gusta hacer (2)</td>
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<td>Verbos de clase (no) –ER (2)</td>
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Podcast with keynote for 5th grade on Possession
Angelica Guerrero

Goals: Practice the use of possessive adjectives and agreements with descriptive adjectives.

Instructions:
a/ With your partner, look at the 6 pictures on the keynote presentation. Using the indicated personal pronouns, write a sentence indicating that the object in the picture belongs to that person. Write a second sentence using the plural form of the object.
Modelo: Es mi camisa
        Son mis camisas

b/ Record on keynote your sentences. Remember you should have two sentences per picture.
To record: Go to File menu and select “Record Slideshow”. You will see a red button on the top left hand corner of your screen. Press this button to pause your narration if necessary. Record your five sentences and then hit ESC to end. Click the Play button to review your slideshow.

c/ Save your presentation as a quicktime movie.
To save: Go to File menu and select “Export”. Click on the iPod on the top right hand corner and then Next. Give your podcast a name and save it to our Projects server with your name as a title.

Evaluacion:
After watching movies, teachers give immediate feedback and gives a grade.
Supporting materials:
A model will be given with the sentences. A set of 6 pictures will be provided.
Podcast with keynote for 5th grade on Possession
Guerrero/Ramos

**Goals:** Practice the use of possessive adjectives and agreements with descriptive adjectives.

**Instructions:**

a/ With your partner, look at the 6 pictures on the keynote presentation. Using the indicated personal pronouns, write a sentence indicating that the object in the picture belongs to that person. Write a second sentence using the plural form of the object.

*Modelo:*

Es mi camisa
Son mis camisas

b/ Record on keynote your sentences. Remember you should have two sentences per picture.

To record: Go to File menu and select “Record Slideshow”. You will see a red button on the top left hand corner of your screen. Press this button to pause your narration if necessary. Record your five sentences and then hit ESC to end. Click the Play button to review your slideshow.

c/ Save your presentation as a QuickTime movie.

To save: Go to File menu and select “Export”. Click on the iPod on the top right hand corner and then Next. Give your podcast a name and save it to our Projects server with your name as a title.

**Evaluation:**

After watching movies, teachers give immediate feedback and gives a grade.

**Supporting materials:**

A model will be given with the sentences. A set of 6 pictures will be provided.
Proyecto El estudiante ideal
Guerrero/Ramos

Objetivo: Practicar las expresiones de obligación HAY QUE Y TENER QUE

Intrucciones:

1. En un grupo de dos, los estudiantes escriben seis oraciones con las expresiones HAY QUE y TENER QUE para describir al estudiante ideal.

2. En el laboratorio los estudiantes hacen una i-movie donde narran las obligaciones de un estudiante ideal.

3. Los dos estudiantes en el grupo tienen que participar en la narración y edición de la película.

4. Para grabar en i-movie:
   a) Open the program i-movie
   b) Go to File New project
   c) Name your project with your names and click Create
   d) Click on the video camera
   e) Click capture, and hit Create new Event and OK
   f) Start talking

5. Para archivar (save) la película
   a) Select the video clips and put them on the Project Library
   b) Go to Share Export movie
   c) Name your project and save it to the desktop
   d) Select Size export Mobile and hit Export
   e) Wait for your movie to be saved

6. Para enviar a la maestra:
   a) Open your File Server
   b) Choose Projects, go to the folder World Language and then drop it into your teacher’s folder

¡BUEN TRABAJO!
Katie Hundley
Notes on iweb –

1. I currently use an iweb site at: http://web.mac.com/khundley.

2. My intention is to take the new iWeb pages created in this workshop and incorporate them into my current website. I also plan to further edit them and develop more student activities to accompany them.

Summary of the iWeb pages that I created (taken from the Tech Week Summary document)

Today I spent the day learning how to incorporate more technology and into my iweb site and to make the site more interactive for students. I also learned how to make my website more attractive by using the inspector tab to change colors and text formatting on my pages, and to create new pages using pre-formatted templates.

I imported a sound file of an Argentine tango to enhance a picture of tango dancers in Buenos Aires. I then practiced importing videos from YouTube to my website by creating a page featuring different Latin dance styles. I then created a separate page for students featuring a video from “You Tube” called “The One Semester of Spanish Lovesong.” This page features the video and also includes a related activity for students. They must watch the video and then use a Flip Camera and iMovie to create their own music video to review grammar and vocabulary. Finally, I created another webpage that has a narrative sequencing activity for students. The activity requires students to view five photos of a breakfast from San Antonio and then use the DILL software to say how to prepare the breakfast. This last activity was designed to further develop the use of our San Antonio photos in a way that also coordinates with the goals of this workshop.
Lesson Plan for 8th grade using the Flip Camera

Katie Hundley & Becky Lopez

Title: ¡Vendo mi casa!

Objectives/ Skills: To review previously learned structures in 7th grade and practice new grammatical material in the En español 1b textbook. Emphasis is on speaking, listening, writing and reading.

Description: Students will pretend to be real estate agents who are trying to sell one of their homes. They will pick three rooms in their house to feature in a video presentation. For each room they must describe it and “sell” it by discussing activities they can do there.

Procedure: Students will first write a script incorporating the minimal required elements. Then, they will revise and memorize the script. Lastly, they will film a scene in which they act out the script on location at their houses.

Groupings: Students will work in pairs and be required to visit their partner’s house.

Minimal Requirements:

1) Present each room using adjectives and prepositions of location.

   “This is the garage. There is a new shiny car next to the door. “

2) Make the room seem attractive to a potential buyer by noting:

   a) something you should do there using the verb construction DEBER + INFINITIVE.

   and

   b) something you can do there using the verb PODER + INFINITIVE.

   Use humorous visuals and situations!

   “Here you should park your car. But also, you can hide things from your brothers and sisters. “

3) Lead your buyer to the next room using an appropriate expression with IR + A/AL + PLACE

   “Now we are going to the bedroom.” (Ahora vamos al dormitorio)
4) ONE OF THE ROOMS MUST FEATURE REFLEXIVE VERBS.

“This is the bedroom. Here I wake up very late on the weekends.

5) Students must embellish the presentation to make it more substantial by using additional vocabulary and grammatical structures.

**Evaluation:** Students will be evaluated based on the following criteria: speaking, final version of script, pronunciation, grammatical accuracy and fluency.
Chapitre 11, Bon Voyage
Mme Jackson
Au Laboratoire des langues

Devoir #1

Répondez aux questions avec une phrase complète. N'oubliez pas d’enregistrer vos réponses.

1. Est-ce que tu préfères nager dans la mer, dans un lac, ou dans la piscine?

2. Est-ce que tu voudrais avoir une maison au bord de la mer?

3. Quand tu fais du surf, tu préfères les grandes vagues ou les petites vagues?

4. Quand tu vas à la plage, est-ce que tu portes des lunettes de soleil?

5. De quelle couleur est ton maillot de bain?

6. Est-ce que c’est nécessaire de mettre de la crème solaire à la plage?

7. Quel sport nautique est-ce que tu préfères?
   - la planche à voile
   - le ski nautique
   - le surf
   - la promenade

8. Quand tu vas à la piscine, est-ce que tu préfères nager ou plonger?

9. Est-ce que tu a pris un moniteur pour apprendre à nager?

10. Quand est-ce que tu peux attraper un coup de soleil?

11. Quand tu prends un bain de soleil, est-ce que tu bronzes facilement?

12. Quand tu nages, est-ce que tu utilises une serviette pour te sécher ou est-ce que tu te sèches au soleil?

13. Quel temps fait-il en été ?

14. Quel temps fait-il au printemps ?
Devoir #2

Des dialogues
You will be randomly paired with a Partner to do the following dialogues. You will have 4 minutes to perform each one.

Situation #1

Tu vas à la plage. Tu vas dans un magasin pour acheter des provisions pour la plage parce que tu n’as rien. Une personne est le client, l’autre est le vendeur.

Situation #2

Tu es au bord de la mer avec ton ami. Il a très peur que tu attrapes un coup de soleil. Toi, tu aimes bronzer et tu adores le soleil.

Situation #3

Tu es à la plage. Toi et ton partenaire, vous parlez des activités différentes à faire dans la mer. Vous n’êtes pas d’accord alors, vous décidez de faire des activités différentes.

Situation #4

C’est le printemps. Toi et ton partenaire, vous parlez du temps.

Situation #5

C’est l’été. Vous parlez du temps.
iMovie ideas

Diane Jackson

1. Make a video of our school, the lunchroom, your classrooms, your teachers. As you film, talk about the things your filming in the target language. Then transcribe it or translate it into either language. This could then be sent to a penpal in France.

2. Film a cooking show. It’s even funner to do this with a disgusting recipe. Make sure the kids bring all of the props (fake spiders, dishsoap, dirt, etc) and the necessary cooking utensils and measuring devices.

3. Une journée typique. Work on present tense verbs and basic vocabulary. Students film their day, what they do, who their friends are, what they and their family like. This should focus on kids producing as much language as possible rather than a few sentences. It will allow for a general review of vocabulary (likes dislikes, food, clothing, household objects, school objects, transportation, etc)

4. Stuffed animal video/puppet show.

5. Telenovela type of serial drama with a monthly installment. Have one group of kids start out the story, the second group of kids produce the next installment, etc. Kids would have fun of watching the intrigue unfold and be surprised by each others twists and turns, kind of like a cadavre exquis, but for video.

6. Make a film of anyone…a couple of people that are familiar such as teachers, administrators and a couple of kids. say, Mr. Farver and have kids do voiceover of his thoughts. This would avoid wasted filming and editing time in order to focus primarily on the language.

7. e-harmony dating idea – Film yourself, dating game kind of thing (Craig’s dating idea).

8. Interview with puppets (Marianne and Annette)
Title: Looking for a gift in a San Antonio market/ Buscando un regalo en un mercado de San Antonio, Texas

Objectives/Skills: To practice market vocabulary and bargaining. Emphasis is on speaking.

Description: Students will be paired randomly in DILL to bargain using the slideshow images created in the Keynote program as visual prompts.

Procedure: Pairs will select one slide from the slideshow to use in a bargaining situation. One student will play the role of the seller (Vendedor) and the other will be the buyer (Cliente). After exchanging greetings, the pair will negotiate a price on an item for sale.

Market Slides Available:
“Quiosco #1” (Slide 1)
“Quiosco #2 a, b” (Slides 2 and 3)
“Quiosco #3 a, b” (Slides 4 and 5)
“Quiosco # 4” (Slide 6)
“Quiosco # 5” (Slide 7)
“Quiosco # 6” (Slide 8)
“Quiosco # 7” (Slide 9)
“Quiosco # 8” (Slide 10)
“Quiosco # 9” (Slide 11) You must purchase two paintings.

Groupings: Students will work in pairs and be required to play both roles.

Minimal Requirements:
1) Greetings
2) Buyer must ask what is for sale and indicate for whom they are purchasing the present. Be specific and add detail. Ej. “I am looking for a gift for my mother because it is her wedding anniversary on Saturday.”
3) Seller must describe the items for sale by referencing the images in the slide.
4) Buyer must ask the price of two of the items on the slide that he/she wishes to purchase.
5) Seller must give the price.
6) Buyer must react appropriately.
7) Seller and buyer must arrive at a reasonable price for each item and the form of payment must be established.
8) After the transaction is complete, the pair must exchange thank you’s and goodbyes.

Evaluation: Students will be evaluated based on the following criteria: speaking, pronunciation, vocabulary, grammatical accuracy, and fluency.
Dill question recording for 5th grade
Rosa Ramos

Goal: To practice –ar verb conjugation, develop spontaneity responding to questions and to facilitate pronunciation.

Instructions:
For Homework, students will write 10 questions with “tú” (or other pronouns to practice) about their daily routine using the –ar verbs from their lists. Include in each sentence either the time of day or a frequency adverb. They need to write yes/no questions.
   Model: -¿Cantas en el baño todas las mañanas a las 8?

At the Lab, students will be partnered at random and take turns asking and answering questions. The younger person will press the record button and start asking the questions. After each question, a complete answer is required from the other partner.
   Model: No, no canto en el baño todas las mañanas.

After the first person ends his/her 10 questions, the other partner asks.

Evaluation: students will be assigned a grade according to their ability to respond and their pronunciation.

No supporting materials needed.
OBJECTIVES:
- Read/review verbs *pedir* and *servir* (*En español 1B Unidad 4 Etapa 3*)
- Read/review vocabulary (*En el restaurante*)
- Write verbs and vocabulary in sentences
- Speak sentences while recording with a partner
- Listen to partner’s sentences
- Write partner’s sentences

Students will work (and compete) in pairs to create as many sentences as they can in 10 minutes, using vocabulary from U4E3 and the verbs *server* and *pedir*.

MATERIALS
Textbook (*En español 1B*)
Pencil or pen
Worksheet (to be provided by teacher)

INSTRUCTIONS
1. Have students log into DiLL before beginning the project.
2. Distribute worksheet to students. After explaining project, instruct students to review pp. 136-7 and p. 150. When they have had a few minutes to review the vocabulary and verbs, tell them that they will have 10 minutes to write as many sentences as they can on the top half of the worksheet, under the heading *Mis oraciones*. Each sentence should use the vocabulary and verbs being reviewed.
3. When the ten minutes are up, instruct BOTH students to press the RECORD button. They will then take turns reading all of their sentences. (They should not alternate, but read all of them at once, first one student, and then another.
4. When they have finished recording, instruct them to each play and listen to their partner’s sentences. As they listen, they should write down what they hear on the bottom half of the worksheet, under the heading *Las oraciones de mi compañero/a*. Since each student will be able to control the recording, he or she can listen to each sentence as many times as necessary.
5. When all students have finished, ask how many sentences each student wrote and give him or her a prize, if desired.

Possible alternative:
You can ask students to type their sentences in a word document instead of writing them by hand. If they do this, they can e-mail the sentences they wrote in part 2, so that the partner can check if they are correct.

EVALUATION
- Teacher can check written work in Part 1 for correct use of vocabulary and verbs.
- Teacher can check listening comprehension in Part 2, to see how accurately they wrote what they heard.
- Speaking can be evaluated using a 1-5 scale for the recorded portion of exercises.
EJERCICIO EN LABORATORIO 1
REPASO DE Unidad 4, Etapa 3

Mis oraciones:

1. ¿Qué bebida pides cuando desayunas?
2. En mi casa, yo sirvo enchiladas todos los lunes.
3. Enrique siempre pide ensalada y tacos en el restaurante.
4. Nosotros servimos salsa picante con la carne.
5. ¿Por qué nunca pedís pan y manequilla con la sopa?

Las oraciones de mi compañero/a:

1. Yo pido sopa con arroz para el almuerzo.
2. ¡Tú sirves un arroz con pollo excelente!
3. De postre, pedimos flan con café.
4. Carlos y María sirven bistec con ensalada.
5. Pides comida picante todos los días.
EJERCICIO EN LABORATORIO 1
REPASO DE Unidad 4, Etapa 3

Mis oraciones:
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________

Las oraciones de mi compañero/a:
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________
KEYNOTE PROJECT 2
Spanish
"El viaje que hice . . . "

For this project, students will be preparing a Keynote presentation in which they discuss a trip they have taken recently (either real or imaginary).

The format of the presentation should follow the one I have made about my trip to Cuba, which I will present to the class. It is also available for viewing on my website.

Students’ presentations should include the following:

- at least TEN slides containing Spanish text; most (but not all) of them should include a picture or a visual element of some sort
- Talk about what you did using the PRETERITE. Try to include regular and irregular verbs, especially those we have covered in class. (See U1E1, pp. 38-42, U1E2 pp. 63 and U1E3 p. 86)
- Use the TRAVEL VOCABULARY from U1E1, p. 51.
- Use FOOD VOCABULARY from U1E2, P. 73
- Talk about the WEATHER in the place you visited.
- Try to tell WHAT TIME you did things.
- Tell what you LIKED AND DIDN'T LIKE about the place you visited.
- Be careful with SER and ESTAR!

Presentation will be graded on grammatical accuracy, pronunciation and use of the vocabulary and grammar points listed above. When presenting, I ask that students not simply READ their work; rather, it should be presented in a casual, conversational manner.

The final project should be saved in the Classes folder on the File Server.
1. Según Jorge Ramos (el locutor al principio del video), ¿cuáles son dos razones por las cuales los niños indocumentados entran en el país? (buscando trabajo, para reunirse con sus padres)

2. Según la patrulla fronteriza, ¿cuántos niños se detienen cada año? (90 mil)

3. ¿Qué crees que signifique el título del segmento, Jugándosela para cruzar?

4. ¿Cómo se llama el niño que conocemos al principio del video? Gerardo
   ¿Cuánto tiempo hace que no ve a su madre? dos años
   ¿Llega Gerardo a Filadelfia?

5. ¿Qué es un coyote? contrabandista que ayuda a cruzar a la gente ilegalmente

6. ¿Cuántas personas mueren tratando de cruzar, a causa del frío o el calor extremos? cientos

7. ¿Qué le pasó al joven con la sudadera (sweatshirt) cuando intentó cruzar? le golpearon en las costillas y en el estómago y en la espalda
   ¿Por qué quieren cruzar él y su padre? porque hay más oportunidad en EEUU que en México

8. Al final, ¿dónde se encuentra Gerardo? ¿Qué espera? Está en un albergue de niños repatriados. Espera volver a ver una cara conocida
Video / blog activity

Objectives:
Listen to and view the Youtube video, *Niños indocumentados*. (Link provided on my blog)
Read questions on worksheet (also linked to blog) to help students focus their listening
Write answers to the questions; then write a response to the video on the blog page
Read other students' responses on blog
Write a response to what someone else has written

Instructions
1. Download and print the following worksheet to complete as you watch the video.
   *Niños indocumentados video worksheet*

2. Click on the link to the video “Niños inocumentados” and watch the video (it's located to the right in the “SP 5A links section.” Complete the worksheet. You may play the video as many times as necessary to answer the questions.

3. Return to this blog entry and enter a comment on the video (en español, por supuesto!)

4. Read other students’ comments and write a response to one of them.

Evaluation Students' listening comprehension and writing skills will be evaluated on their written responses on the video worksheet. Their reading skills can be judged based on their responses to what other students have written.
Vicki Schneider
Lab lesson to strengthen acquisition of mots 1, chapter 11..

Step one: you will see four different pictures. Answer the questions about them in complete sentences.

Step two: you will be assigned a partner. Decide who will go first. Say as much as you can about the picture on the LCD screen. Include activities, weather, where it is, etc. When a different picture comes onto the screen, it is the other person’s turn.

Step three: the same pictures are shown on the LCD screen, the instructor programs Dill so that everyone can hear each other, and a student volunteers to describe the picture.

Step four: (homework) find a picture on the web (Flikr is a good source) and write at ten sentences about it. Use vocabulary from your book and use your book as a resource so that you spell all the words correctly.
Image •1
1. Qu'est-ce que c'est?
2. Il y a des vagues?
3. Avec un parasol on attrape un coup de soleil?
4. Il y a des gens qui prennent un bain de soleil?
5. Il y a des gens qui se baignent dans la mer?
6. Le phare sert à quoi?

Image •2
1. Les parasols servent à quoi?
2. C'est une plage? Il y a du sable?
3. Le ciel est couvert?
4. Il fait froid?
5. Il y a peu de monde ou beaucoup de monde?

Image •3
1. Qu'est-ce qu'il fait?
2. Il y a des vagues?
3. Il fait du vent?
4. C'est l'hiver?

Image •4
1. C'est qui?
2. Il est à la plage?
3. Qu'est-ce qu'il aime faire?
4. Il porte un bikini?
5. Il a gagné combine de médaillons en or en 2008?
Vicki Schneider

Why I deserve to win the free trip to Biarritz / Vale project:

This project is designed to go along with Bon Voyage, Chapter 8.

1. Students will reinforce vocabulary learned about the beach and / or winter ski vacations.
2. Students will practice speaking skills.
3. Students will practice listening skills when we watch and vote on videos.
4. Students will develop writing skills since they will be required to write their sentences first.
5. You will be graded on your written sentences as well as the clearness and correctness of oral presentation. Variation of sentence structure and creativity will also be taken into account.

Model:

Je devrais gagner le voyage gratuit à Biarritz pour les raisons suivantes:

J'ai un besoin urgent (sous ordonnance médicale) de me bronzer parce que j'ai un manque sévère de vitamine D. Si je ne prends pas de bain de soleil immédiatement, je risque de mourir!

J'ai un nouveau copain qui déteste ma peau blanche et veut sortir uniquement avec les filles bronzées.

Il y a une compétition de surf et de planche à voile. Je suis championne dans les deux sports et je veux partager mon expertise avec les Français.

Je veux aider tous les pauvres de Biarritz (il n'y en a pas!).

Je suis dévouée à la protection de l'environnement (surtout les animaux de la mer). Je veux faire une promenade sur les plages pour ramasser les déchets.
Erzähler: Es war einmal ein kleines Mädchen. Es trug immer ein rotes Käppchen. Darum hieß das Mädchen Rotkäppchen.


Rotkäppchen: “Ich will schon alles gut machen, Mutter.”

Erzähler: Und so machte sich Rotkäppchen auf den Weg. Im Wald traf Rotkäppchen den bösen Wolf.


Wolf: “Willst du der Großmutter nicht Blumen mitbringen? Da, auf der Wiese, schau!”


Rotkäppchen: “Ei, Großmutter, was hast du für große Ohren?”


Rotkäppchen: “Ei, Großmutter, was hast du für große Augen?”

Wolf: “Dass ich dich besser sehen kann.”

Rotkäppchen: “Ei, Grosmutter, was hast du für ein entsetzlich großes Maul?”


Erzähler: Und er verschlang das Rotkäppchen mit einem Haps.
Und weil er satt war, schlief er ein und schnarchte laut. Da kam der Jäger am Haus vorbei.

**Jäger:** “Warum schnarcht die Großmutter so laut? Das ist komisch.”


**Rotkäppchen:** “Ich will nie wieder vom Weg abgehen, wenn die Mutter Es verboten hat.”

**Erzähler:** Und sie lebten glücklich und zufrieden bis ans Ende ihrer Tage.
FIVE REASONS WHY ---- You don't have your homework done.
Annette Steinbarth & Marianne Zemil

Eighth Grade German

As homework, you are to create five sentences that explain why you did not (or could not do your homework. Think about word order and alternate using “weil” and “denn” in your sentences.

Use only complete sentences that begin differently each time.

Beispiele:
Ich habe meine Hausaufgabe nicht gemacht, weil ich am Wochenende im Ferienhaus war und meine Bücher zu Hause vergessen habe.

Weil wir Besuch hatten und wir ins Restaurant und Theater direkt nach der Schule gegangen sind, habe ich meine Arbeit nicht fertig gemacht.

Ich kann Ihnen meine Hausaufgabe nicht zeigen, denn die Putzfrau hat meine Bücher versteckt.

Denn ich in Skiurlaub fahren musste, habe ich keine Zeit für meine Hausaufgabe gehabt.

Ich war zu müde meine Deutscharbeit zu schreiben, weil ich drei Stunden für meine Mathearbeit brauchte und dann ins Bett musste.

Step 1: Write your five phrases at home as homework. Practice reading them out loud.

Step 2: Open iMovie '08 (Star Icon). Go to File, Import from Camera... and you should see your face on the screen via the iSight camera on your computer. Adjust your windows so that you can see your text and the camera. Click the “Capture” button and create a new Event name (i.e. Hausaufgabe_weg). iMovie will start recording immediately. Click “Done” to stop recording. The clip will process. Close the capture screen.

Step 3: Drag your mouse over the entire clip from left to right. Once there is a yellow border around the clip, you should be able to click and drag it to the other big window, the Project Library.
Step 4: Got to Share Menu and select Export Movie. Select the 480 x 272 resolution or Mobile setting and give the file a name. Save it to our Projects server with your name in the title. Watch all of the videos and email your favorite to the teacher. Whoever gets the most votes will get a mis– „a-homework-assignment –free“ card!
INTERVIEW mit dem WOLF
Annette Steinbarth & Marianne Zemil

I: Grüßgott Herrn Wolf. Es kam heute in den Nachrichten, dass ein Mädchen Namens Rotkäppchen verschwunden ist. Was wissen Sie dazu?

W: Wie sieht sie aus? Ich kenne so viele Mädchen.

I: Das Mädchen trägt immer eine rote Kappe und trägt einen Korb mit Kuchen und Wein.

W: Ein Mädchen mit Wein? Das ist nicht von der Polizei erlaubt!

I: Der Wein war für ihre kranke Großmutter, Herr Wolf.

W: Soll eine alte Dame Wein trinken, wenn sie krank ist?

I: Herr Wolf, bitte, bleiben Sie bei der Sache! Haben Sie dieses Mädchen gesehen, oder nicht?

W: Schwer zu sagen, ich hab meine Brille zu Hause vergessen, und Sie wissen wie dunkel es im Wald ist.

I: Jemand hat das Mädchen mit einem Blumenstrauß gesehen.

W: Man sollte im Wald nicht vom Wege abgehen.

I: Sind Sie Politiker, Herr Wolf?

W: Aber natürlich. Ich bin Mitglied der Grünpartei.
去游泳池怎么走？ How to go to the Swimming Pool?

Grade Level: Chinese One for high school beginners

Goals:

1. To improve students’ conversational skills.
2. To practice real life skills in a real situation.
3. To improve students’ social skills.

Objectives:

1. Students are able to ask directions in different situations.
2. Students are able to tell directions for different subjects.

Materials:

1. World Language Lab and its equipments.
2. Text book (Lesson 34)

Procedure:

1. Review of words and sentences learned and will be used in the practice. (5 min)
2. New words for directions: left, right, front, back, northeast, northwest, southwest, southeast, look for, don’t (别), swimming pool, how, walk, towards, street block, road crossing, turn, change direction, wait via “All Call” mode. (10 min)
3. Students will think one place and use “Conference call” mode to ask teacher directions and teacher will tell students how to get to the place in target language. (5 min)
4. Teacher will ask students directions via “Conference call” and expect students to tell the directions. (5 min)
5. Students will be assigned by teacher in random groups via “Group” mode to ask/tell directions, teacher will drop in different groups to join their conversations. (15 min)

Evaluation:

Selected students will demonstrate the conversation via “Model Student” mode. (5 min)
Mme Venkataraman  
Practice of –er verbs in French (5th grade)

**Goal:**
To practice regular “er” verb conjugations/to develop spontaneity when responding/to facilitate pronunciation.

**Model Project:**
For homework, students will be required to write out 10 questions about their daily routine using the “er” verbs from their lists. The questions can be challenging if they include any material from prior chapters or subjects they have already learned through the year. The questions should be of a “yes” or “no” type. For example:

**Question:** Tu manges le petit-déjeuner le matin?

**Réponse:** Oui, je mange le petit-déjeuner ou je ne mange pas le petit-déjeuner.

**Lab Instructions to students:**
You will be divided into partners at random you will take turns in asking and answering questions. The younger person will be doing the recording and will also start the questions. After each question, a complete answer is required by the other partner. Once the first partner has asked all 10 questions and they have been answered, then it is the turn of the second partner to ask the questions. Please make sure that you speak clearly.

**Evaluation:**
A student will be evaluated according to spontaneity and good pronunciation.

**Supporting materials:**
Based on the homework assigned the previous day - formulating 10 questions.
iMovie Project (6th grade)
Mme Venkataraman

Introduction:

This is a project that can be used in the introductory chapters of Bon Voyage 1 with 6th grade French students.

The first two chapters deal with the question: “Qui suis-je?”, “Je suis comment?” et “Je suis d’où” and also the verbs être and avoir. Adjectives are also stressed strongly in the first two chapters. Based on these three questions, this project would enable a student or a pair students who could interview each other and record each other.

Instructions for students:

Write down the answers to the following questions:

1. Comment t’appelles tu?
2. Tu as quel âge?
3. Tu es de quelle nationalité?
4. Tu es d’où?/ Tu habites où?
5. Tu es comment physiquement? (three physical traits)
6. Comment est ta personnalité (three to four adjectives)
7. Quelle est ta matière préférée?
8. Tu as une grande ou une petite famille?
9. Est-ce que tu as des frères ou des soeurs?
10. Qu’est-ce que tu aimes faire après l’école?

This project is primarily to have students respond spontaneously and students in this activity will not be required to edit or to export the file due to time constraints. The follow up, if time permits would be to have other students view the presentations and make corrections.
Anweisungen:

1) Bitte die Webseite oben anschauen und einen Ort von der Geschichte auswählen.

2) Die verschiedenen Bilder von dem Ort aus den verschiedenen Jahren anschauen und die folgenden Informationen in DiLL aufnehmen:

--- Namen des Orts und die Relevanz des Ortes für die Geschichte *Emil und die Geschichte*

--- Eine Beschreibung des Bildes des Ortes aus zwei verschiedenen Jahren (z.B. 1928 und 1999)

--- Eine Vergleichung der verschiedenen Bilder

--- Andere Bemerkungen, die du über die verschiedenen Perspektive des Ortes machen möchtest
FIVE SLIDE PODCAST – MY SUMMER VACATION

Your goal today: To create a five-slide podcast using Keynote about what you did on your summer vacation. The five slides can relate to five different activities, places or “aspects” of your vacation. Each slide should have some text and at least one picture along with your recording.

Use the Creative Commons search on Flickr.com to select copyright-free images

Step 1: We will be using Keynote to create this simple podcast. Open Keynote and select a theme that you like. Click on the Masters button and select the “Photo - Big” template. If your theme doesn’t have this template, choose another theme that does.

Be sure to immediately name your file and save it to either your server file account or the classes folder on the server. By the end both your Keynote file and your podcast file your podcast should name and save it to our Class Folder on the server with the project name and your name in the title.

Step 2: Click the new button on the top left-hand corner. This will duplicate the slide. Make five copies of the slide total.

Step 3: Search the Creative Commons on Flickr for photos of your vacation activities. If you have your own photos, you can naturally use those.

In Flickr: Click on “All Sizes” to see the large size. You can click and drag the photo onto the desktop or directly on to your Keynote slide, using the Apple-Tab trick. Position your photos.

Step 4: Go to File menu and select “Record Slideshow”. You will see a red button on the top left hand corner of your screen. Press this button to pause your narration if necessary. Record your five slides or you can pause at the end of each slide and then hit ESC to end the narration for that slide or for the entire presentation. Click the Play button to review your slideshow.

Step 5: Go to File menu and select “Export”. Click on the Quicktime option on the top left and be sure to choose the webmovie, small format and then click Next. Give your podcast a name and save it to our Class Folder on the server with the project name and your name in the title.
Interactive web exercise for the 4th grade German class
Frau Zemil

Topic: clothing
This is both a tech and low tech activity.

Step one:
I created a five X five table in PowerPoint and three different slides with this format. On the first slide I had a set of 25 pictures of clothing items, on the second slide, are the vocabulary words that match the clothing items, and the third slide shows the picture and the written word together.

Step two:
Print out multiple copies of each slide (one per student or one per a group of students). Then, laminate the copies of all 3 slides, the cut up the words on the second slide and store each set in a separate envelope.

Step three: Export the PowerPoint file as a web page which will then create a “jpeg” file of each slide.

Step four: Create a page in iWeb and set the third slide (picture plus word) up on the site. Then, create a small textbox over each cell so that a sound file can be deposited on to each cell. Next, record the pronunciation of words in GarageBand and export these as mp3 files and store them in your web folder. Once they are all there, then past in the path for each sound file over the textbox for each “cell”

Step five: Have students practice using the interactive website to learn the vocabulary. Then in class, pass out the laminated sheet of the first slide (picture only) and the envelope of the vocabulary words. Give students a time limit (one or two minutes) and ask them to place the word on top of picture and see how many they can match in the time limit. Then, pass out the “answer sheet” or slide three laminated and have students check their work.
TechWeek Proposal
Technology Training and Curriculum Development in the World Language Laboratory

Diane Jackson
Steve Farver
Ann Beck
Rosa Ramos
Laura Salas-Damer
Susan Joseph
Elvira Pelitteri
Becky Lopez
Katie Hundley
Marianne Zemil
Mythili Venkatraman
Annette Steinbarth
Xinglu Liang
Catherine Collet
Vicki Schneider
Suzanne Baum
Angélica Guerrero
Craig Reubelt

Proposal and Rationale:

Around thirty times per week, World Language teachers and their classes utilize the World Language Lab’s Instructional Area (24 iMacs for use by 24 students). The number of reservations in this area of the Lab continues to rise as teachers become more comfortable with the available technology and imagine new ways of integrating it their lesson plans. Students benefit by being able to interact, speak, and write in their target language in new and interesting ways.

More easily than ever before, students can access authentic cultural and linguistic content through the internet. For example, students may now listen to video streaming content from native speakers in all of the target languages. Students may access realia such as menus, TV programming, newspapers, and music and even authentic historical documents in the target language. In addition, technology now allows students to interact directly with people on different continents through e-mail and video conferencing.

In January of this year, the Project Area at the back of the Lab (6 Mac Minis for use by 18-24 students) was permanently installed. Teachers now have access to six multimedia stations for collaborating on digital projects, including telling stories with images, audio, video, and Web 2.0 tools.

Even with the best of intentions, motivated teachers struggle to find the time to learn new technology during the school year and to implement it effectively through well-planned lessons. When teachers do take the time to learn the technology itself, it usually takes the
form of short 10-30 minute tutoring sessions. The teacher then has to devote significant
time to developing well-planned activities that use the technology appropriately in order
to enhance the quantity and quality of learning in the target language.

We propose a series of ten full-day workshops where teachers will quickly refamiliarize
themselves with the targeted technology and then spend the remainder of the day’s
session in small groups creating projects that utilize those technologies. These lesson
plans or projects will focus on curriculum objectives in all of the languages and will
therefore be shared among all languages and grade levels in the World Language
Department Projects Folder. Allison Weiss has prepared a Project Planning Guide which
will better enable teachers to complete well-organized plans (see attached).

As teachers practice using these technologies themselves, they will be prepared to solve
software-related problems or glitches on their own and feel confident guiding their
students through digital projects. They will be prepared to utilize the Project Area of the
lab as well as the Instructional Area for teaching and learning key language skills.

**Activities and Anticipated Outcomes**

From August 18\textsuperscript{th} to August 29\textsuperscript{th}, small groups of teachers will meet from 9:00 AM to
4:00 PM. The following is a summary of the kinds of activities we will be doing to
prepare for the coming school year. On May 13\textsuperscript{th}, the entire department will meet during
our departmental meeting time to discuss and record which groups will work together
during each day of the training and the specific areas of the curriculum they will be
focused on improving through the use of technology.

The results of this collaboration will be posted and continually updated at
http://worldlanguagelab.wikispaces.com/summer2008

**MONDAY, AUGUST 18\textsuperscript{th}**

**Online audio and video resources**

*This session will focus on the review of video and audio resources in the various
languages accessible online. This will allow teachers to provide students with authentic
audio and video input from the target cultures.*

**Online video sources for this session include:**

- **Yabla** – subscription based video source with exercises
- **BBC** French, Spanish and German – BBC site with videos of native speakers based on
  various vocabulary and cultural content
- **TV 5** and other news channels in the target language
- **Video podcasts** in all of the target languages
- **Brainbop** – Spanish website with Flash
**Le Grenier de Sarah** – website on survivors of the Holocaust in French

**Youtube** – video site searchable by language and content goals

**Online Radio stations**

**Teachers will focus on developing the following skills:**

- Accessing video resources (including subscription-based Yabla.com and original content filmed by teachers)
- Downloading or saving video and audio
- Imbedding video or audio in projects, websites or blogs

**Teachers will build projects (which may include transcribing oral part, writing or recording oral questions, creating cloze activites) that focus on the following student skill sets:**

- Listening comprehension
- Writing sentences in response to video
- Speaking and recording answers in response to video
- Expanding cultural knowledge through exposure to video
- Interpreting and analyzing differences in accents

**TUESDAY, AUGUST 19th**

**Image Editing**

*World language teachers rely heavily on using images to illustrate vocabulary and other concepts. The use of images allows both the teachers and the students to avoid using English in the classroom for evaluating and presenting vocabulary.*

**Technologies used for this session will include the following:**

- Photoshop
- iPhoto
- Image capturing devices
- Scanners
- Creative Commons and finding photos in flickr.com
- Microsoft Word
- Pages
- SnapZpro
- Keynote
- Powerpoint
- CAMIO (Catalog of Art Museum Images Online)
- Library of Congress Prints and Photographs Online Catalog
Teachers will learn the basics of each editing method and choose those appropriate for their curricular goals. Focusing on these technologies will allow teachers to improve their skills in the following areas:

- Searching for images for cultural and linguistic illustration
- Cropping, resizing and optimizing images for use on the web
- Saving and inserting images in documents such as worksheets, image libraries
- Formatting images
- Special effects
- Organizing personal photo libraries
- Making available parts of a library in order to share with others
- Shooting good pictures on still digital camera

Teachers will create projects which focus on the following skills sets for our students:

- Describing pre-designed images or series of images as stories orally and in writing
- Create their own images or series of images along with oral or written narration in the form of presentations or stories
- Create study materials using images such as online flashcards
- Show knowledge of vocabulary by responding to images for assessments
- Illustrate reading passages by choosing appropriate images
- Speaking the language in order to describe pictures (adjective use)
- Speaking the language in order to narrate a series of pictures in the form of stories
- Using pictures to write dialogues
- Researching topics and giving oral presentations on culture in target language

**WEDNESDAY, AUGUST 20th**
**Working with Audio and CD Burning**

*This session will focus on implementing audio from a variety of sources in the classroom. The skills learned will allow us to expose our students to a wider variety of audio input as well as easier access from home through our websites and blogs.*

**Technologies used for this session:**

- Audacity
- Garage Band
- iTunes
- Powerpoint
- Quicktime
- Keynote
Teachers will work on developing the following skills for these technologies:

Making voice recordings and manipulate and transfer sound files
Downloading soundfiles from various locations and embedding them in blogs and websites
Transfering sound files to be uploaded to DiLL
Digitizing audio material from cassette and VHS tapes
Stripping audio
Converting audio files to different formats for web publication

Teachers will create projects focusing on the following skill sets for students:

Auditory comprehension
Writing responses to oral input
Speaking and recording answers in response to oral input
Perfecting pronunciation
Peer audio editing

THURSDAY, AUGUST 21st
Podcasts

*This session will focus on converting media such as Keynote and Powerpoint presentations into podcasts to then be posted to individual blogs our to the WLX, the World Languages Radio station.*

Teachers will work on the following skill with this technology:

Creating audio homework assignments
Accessing podcasts for audio content for class
Publishing student work through podcasts
Subscribing to podcasts
Pre-production skills necessary for podcasting

Teachers will create projects that focus on the following student skills:

Improve speaking skills by producing oral and video podcasts
Improve auditory comprehension by listening and responding to podcasts
Create a learning community by contributing to a World Language radio station

FRIDAY, AUGUST 22nd
DiLL (Digital Language Learning Software)

*This session will focus on exploring creative uses of the language lab software DiLL.*
Teachers will work on developing the following skills with this technology:

- Uploading sound files to be put in the DiLL catalog
- Learning how to use DiLL functions in order to create random pairing of students for speaking exercises
- Using the functions teacher station to display visuals while students use DiLL
- Creating assessment activities to engage student speaking skills
- Creating games to motivate student-to-student communication in the target language

Teachers will create projects focusing on the following student skills:

- Speaking and listening skills through conversations with partners
- Self-correcting pronunciation mistakes
- Reviewing and reinforcing vocabulary

MONDAY, AUGUST 25th
iFlash and Quia

This session will focus on helping teachers develop online exercises to aid students in their studying at home.

Technologies used for this session:

- iFlash
- Quia

Teachers will focus on developing the following skills:

- Creating effective learning tools for vocabulary and grammar acquisition
- Inserting audio and images in iFlash and Quia exercises
- Imbedding exercises created with these technologies in their websites and blogs
- Creating web-based assessments, and learning activities

Projects created will focus on the following student skills:

- Choosing effective strategies for studying vocabulary, grammar concepts and expressions
- Self-evaluating knowledge of material covered in class
- Listening comprehension
- Speaking and writing skills
TUESDAY, AUGUST 26th

iMovie

*This session will focus on using the multimedia software iMovie to make both teacher and student generated movies.*

iMovie
Quicktime
iPhoto

**Teachers will work on developing the following skills in this session:**

- Learning how to download digital media to iMovie
- Using iMovie to edit digital media to tell stories for students’ oral and written responses
- Using iMovie to publish films to parent community
- Creating student projects using iMovie (interviews, documentaries, stories, plays, creative writing activities)
- How to properly utilize the iCarts for multimedia projects in the classroom

**Teachers will create projects will focus on the following student skills:**

- Telling digital stories in target language
- Speaking and pronunciation practice
- Listening comprehension
- Interviewing skills
- Increase cultural understanding through interview projects with people from different cultural and linguistic backgrounds
- Encourage creativity through student-generated projects
- Collaborative learning skills

WEDNESDAY, AUGUST 27th

Web Presence and Community

*This session will focus on publishing to a folder using iWeb and empowering teachers to use WordPress blogs in interactive ways.*

iWeb
WordPress Blogs
Dreamweaver

**Teacher will work on developing the following skills:**

- Designing learning activities online
- Uploading audio and video files to iWeb
- Modifying templates
Inserting text boxes and manipulating different formats
Adding students to word press blog
Possible application of interactive blogging in classroom
Customizing side bar in our blogs
Password protecting blog posts
Creating small learning communities

Teachers will create projects that focus on the following student skills:

Writing for an online community
Collaborative learning skills
Reading for comprehension
Basic courtesy online (netiquette)
Speaking skills (Voicethread)

THURSDAY, AUGUST 28th
Collaborative Web 2.0 Tools

This session will provide teachers with a basic understanding of Web 2.0, which allows multiple people to write and comment on existing websites. Teachers will also review the fundamentals of telling stories including how to design a story board

Wikis
Diigo bookmarking tool
Flickr
Tagging
Skype
iChat

Teachers will work on developing the following skills:

This session will enable teachers to identify what makes a good Web 2.0 tool
Assisting teachers to manage multiple usernames and passwords
Importing existing web bookmarks into Diigo
Sharing Diigo bookmarks with the entire World Language Department
Tagging photos in flickr
Editing Wiki pages to document current tech integration projects

Teachers will create projects that focus on the following student skills:

Writing for an online community
Collaborative learning skills
Reading for comprehension
Basic courtesy online (netiquette)
Speaking skills (Voicethread)
FRIDAY, AUGUST 29th
Digital Storytelling

This session will enable teachers to identify elements of a good story in the written, audio, and visual media (i.e. authentic voice, problem-resolution, narrative tension, a transforming realization). Teachers will learn how to use storyboards and story maps to design a well-crafted story or presentation.

Teacher will work on the following skill sets with this technology:

- Designing well-crafted story
- Creating story telling rubrics for assessment
- Identifying appropriate opportunities for digital story telling
- Using Jason Ohler’s digital storytelling website as resource and model

Teachers will create projects that target the following student skills:

- Designing well-crafted stories
- Learning the basic steps of pre-production
- Writing a narrative
- Writing for artistic purposes
## Project Preparation

### Class/Teacher:  

#### Project:

<table>
<thead>
<tr>
<th>Before class. Have I...</th>
<th>Yes</th>
<th>No</th>
<th>Will Do</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Defined the <strong>skills</strong> I want my students to develop?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>*Completed a <strong>model project</strong> myself and noted the steps and/or pitfalls?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>*Written <strong>clear instructions</strong> for students?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>*Written clear <strong>evaluation guidelines</strong> for defined skills?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>*Prepared <strong>supporting materials</strong> to speed up student workflow?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Saved starred items on the Projects file server?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Published all of the above on my website or blog for easy student access?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Practiced explaining the project and/or using the teacher station?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

### After class. Did I...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Will Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign on to teacher station beforehand and open resources for the class?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Jot down the things I learned during class on this sheet?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Clean up after the students, turn off projector, and return equipment?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Save examples of student work on the Projects file server?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Update Dashboard w/ lessons learned and time spent on project preparation?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Preparation
Dear colleagues:

This is just a friendly reminder to help you prepare for this summer’s curriculum development and technology training. We will be meeting for 5 days from 9AM to 5PM.

On **MONDAY, AUGUST 18**, we will focus on creative applications of DiLL. Some of the topics to be covered might include

- Uploading sound files to be put in the DiLL catalog
- Randomly pairing of students for speaking exercises
- Using the teacher station to display visuals while students use DiLL to respond
- Creating assessment activities to engage student speaking skills
- Creating games to motivate student-to-student communication in the target language

On **TUESDAY, AUGUST 19**, we will focus on the role of Podcasts in the classroom, particularly how to convert Keynote and Powerpoint presentations into podcast-ready movies. Some of the topics to be covered might include

- Creating audio homework assignments
- Accessing podcasts for audio content for class
- Publishing student work through podcasts
- Subscribing to podcasts
- Pre-production skills necessary for podcasting

On **WEDNESDAY, AUGUST 20**, we will focus on using iMove to make short movies and designing manageable lesson plans for producing movies. Some of the topics to be covered might include

- Learning how to download digital media to iMovie
- Using iMovie to edit digital media to tell stories for students’ oral and written responses
- Using iMovie to publish films to parent community
- Creating student projects using iMovie (interviews, documentaries, stories, plays, creative writing activities)
- How to properly utilize the iCarts for multimedia projects in the classroom

On **THURSDAY, AUGUST 21**, we will focus on using a blog in the classroom and/or publishing to your public website folder using iWeb and/or Dreamweaver. Topics covered might include
Designing learning activities online
Uploading audio and video files to iweb
Modifying templates
Inserting text boxes and manipulating different formats
Adding students to word press blog
Possible application of interactive blogging in classroom
Customizing side bar in our blogs
Password protecting blog posts
Creating small learning communities

On **FRIDAY, AUGUST 22**, you will have a workday to complete projects that you started during the week.
Schedule
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 8/18 DiLL</th>
<th>Tuesday 8/19 Podcasts</th>
<th>Wednesday 8/20 iMovie</th>
<th>Thursday 8/21 Web Presence</th>
<th>Friday 8/22 Free Workday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:00 AM</td>
<td>10 min Sign in/Morning Prep</td>
<td>Sign in/Morning Prep</td>
<td>Sign in/Morning Prep</td>
<td>Sign in/Morning Prep</td>
<td>Sign in/Morning Prep</td>
</tr>
<tr>
<td>9:00 - 9:30 AM</td>
<td>30 min AM Training</td>
<td>AM Training</td>
<td>AM Training</td>
<td>AM Training</td>
<td>AM Training</td>
</tr>
<tr>
<td>9:30 - 9:45 AM</td>
<td>15 min Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
</tr>
<tr>
<td>9:45 - 10:00 AM</td>
<td>15 min Goal Review</td>
<td>Goal Review</td>
<td>Goal Review</td>
<td>Goal Review</td>
<td>Goal Review</td>
</tr>
<tr>
<td>10:00 - 10:15 AM</td>
<td>15 min BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:15 - 12:00 PM</td>
<td>45 min Create Model tech project</td>
<td>Create Model tech project</td>
<td>Create Model tech project</td>
<td>Create Model tech project</td>
<td>Finish Model tech projects</td>
</tr>
<tr>
<td>12:00 - 1:00 PM</td>
<td>60 min LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00 - 1:45 PM</td>
<td>45 min PM Training</td>
<td>PM Training</td>
<td>PM Training</td>
<td>PM Training</td>
<td>PM Training</td>
</tr>
<tr>
<td>1:45 - 2:45 PM</td>
<td>60 min Create student instructions, props, lesson plans. Save to WLD Projects Folder.</td>
<td>Create student instructions, props, lesson plans. Save to WLD Projects Folder.</td>
<td>Create student instructions, props, lesson plans. Save to WLD Projects Folder.</td>
<td>Create student instructions, props, lesson plans. Save to WLD Projects Folder.</td>
<td>Finish student instructions, props, lesson plans. Save to WLD Projects Folder.</td>
</tr>
<tr>
<td>2:45 - 3:00 PM</td>
<td>15 min BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>3:00 - 3:30 PM</td>
<td>30 min Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
<td>Discussion</td>
</tr>
<tr>
<td>3:30 - 3:50 PM</td>
<td>20 min Continue work on project, wrap up, clean up lab, record time and activities completed on dashboard.</td>
<td>Continue work on project, wrap up, clean up lab, record time and activities completed on dashboard.</td>
<td>Continue work on project, wrap up, clean up lab, record time and activities completed on dashboard.</td>
<td>Continue work on project, wrap up, clean up lab, record time and activities completed on dashboard.</td>
<td>Continue work on project, wrap up, clean up lab, record time and activities completed on dashboard.</td>
</tr>
<tr>
<td>4:00 - 5:00 PM</td>
<td>10 min Sign out/Afternoon Close-out</td>
<td>Sign out/Afternoon Close-out</td>
<td>Sign out/Afternoon Close-out</td>
<td>Sign out/Afternoon Close-out</td>
<td>Sign out/Afternoon Close-out</td>
</tr>
</tbody>
</table>
Roster
# TechWeek Participant List & Goals for '08-'09

<table>
<thead>
<tr>
<th>Name</th>
<th>Days Attended</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Baum</td>
<td>5</td>
<td>Keynote with narrations, iSight or flip cameras + DiLL, and explore Pulp Motion</td>
</tr>
<tr>
<td>Ann Beck</td>
<td>5</td>
<td>Becoming comfortable with DiLL, designing a blog, and using Power Grade for a grade book.</td>
</tr>
<tr>
<td>Catherine Collet-Jarard</td>
<td>5</td>
<td>I plan on working on my blog page and transferring what I have done in DreamWeaver to my iWeb page.</td>
</tr>
<tr>
<td>Steve Farver</td>
<td>5</td>
<td>iMovie interview, DiLL for AP class, web page, blog</td>
</tr>
<tr>
<td>Deb Foote</td>
<td>4</td>
<td>Learning the basics in DiLL, maybe using a blog for homework</td>
</tr>
<tr>
<td>Angelica Guerrero</td>
<td>5</td>
<td>Keynote, iMovie</td>
</tr>
<tr>
<td>Katie Hundley</td>
<td>5</td>
<td>On leave</td>
</tr>
<tr>
<td>Diane Jackson</td>
<td>5</td>
<td>Remote Desktop, DiLL applications (fun ones), iMovie projects</td>
</tr>
<tr>
<td>Susan Joseph</td>
<td>4</td>
<td>I have to work on becoming more comfortable in the lab. I’d like to do pronunciation and comprehension exercises in DiLL</td>
</tr>
<tr>
<td>Xing-lu Liang</td>
<td>5</td>
<td>iFlash</td>
</tr>
<tr>
<td>Becky Lopez</td>
<td>5</td>
<td>Use the projects I produced during this summer 2008 tech workshop immediately upon starting school this year.</td>
</tr>
<tr>
<td>Rosa Ramos</td>
<td>5</td>
<td>To include technology in the Lower School classes. I have to learn to bring audio into my web page and develop uses of DiLL for younger students. iWeb, VoiceThread</td>
</tr>
<tr>
<td>Craig Reubelt</td>
<td>5</td>
<td>Make better class use of my blog to make it more interactive.</td>
</tr>
<tr>
<td>Grace Romanelli</td>
<td>4</td>
<td>DiLL, iMovie, Podcast, Blog</td>
</tr>
<tr>
<td>Laura Salas-Damer</td>
<td>5</td>
<td>I plan on working on my iweb and to learn how to post homework assignments (PDFs) on my blog for my Ap Classes, QuickTime audio clips</td>
</tr>
<tr>
<td>Vicki Schneider</td>
<td>5</td>
<td>On leave</td>
</tr>
<tr>
<td>Annette Steinbarth</td>
<td>5</td>
<td>iMovie</td>
</tr>
<tr>
<td>Jon Sun</td>
<td>5</td>
<td>iWeb</td>
</tr>
<tr>
<td>Name</td>
<td>Days Attended</td>
<td>Goals</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mythili Venkata-Raman</td>
<td>5</td>
<td>Updating my blog, using keynote, and creating activities for DILL, and trying out iMovie.</td>
</tr>
<tr>
<td>Marianne Zemil</td>
<td>5</td>
<td>Determine the best way to combine my existing website in Dreamweaver with my WordPress blog and any possible, MediaBlender</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Time In</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Becky Lopez</td>
<td>8:00</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Arlette Steinworth</td>
<td>8:00</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Ann Beck</td>
<td>8:00</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Dina Salas</td>
<td>8:00</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Sean Farver</td>
<td>8:00</td>
</tr>
<tr>
<td>8/18/08</td>
<td>Grace Romanello</td>
<td>8:00</td>
</tr>
<tr>
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<tr>
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<tr>
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<td>Suzanne Baum</td>
<td>8:20 am</td>
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<tr>
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<td>Vicki Schneider</td>
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<td>Suzanne (Suzanne Baum)</td>
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<tr>
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<td>Rosa Ramos</td>
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<td>Catherine Collet</td>
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Note: There is a handwritten note indicating "No Lunch."
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<td>Laura Steinberg</td>
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<td>Ann Beck</td>
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<tr>
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<td>Annette Steinbach</td>
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<tr>
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<td>Deb Ford</td>
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<td>Myrthili Lemay (forgot to sign in earlier)</td>
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<tr>
<td></td>
<td>Rosa Ramos</td>
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## Sign-In Sheet

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<td>Deb Fulk</td>
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<tr>
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<td>Becky López</td>
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<td>Susan F. Joseph</td>
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<td>Diana</td>
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<td>Halei</td>
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<td>Deb Foster</td>
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<td>Laura Sales Darrer</td>
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<tr>
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<td>Ann Beck</td>
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<tr>
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<td>Vicki Schneider</td>
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<td>Myriah</td>
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**Note:** 45 min lunch
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<td>Deb Toote</td>
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<td>Laura Schenck</td>
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<tr>
<td>8/22</td>
<td>Joe Sullivan</td>
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<td>Annette Steinbath</td>
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<td>Suzanne B</td>
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<td>8/22</td>
<td>Diane Jackson</td>
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[19] No Grace
Resources
World Language Department
University of Chicago Laboratory Schools

**RESOURCES**

World Language Lab Wiki
- dashboard (where we keep track of what we are learning)
- projects (where we list possible tech integration ideas)
- summer2008 (where we refer to sample projects created this summer)
- programofstudies (where we list annual curricular activities and projects)

Yuperstar Blog
Where we can find training videos or links to training videos on many of the technologies available to us. Where we post summaries of our monthly faculty development meetings. Where we can share problems, questions, and ideas.

World Language Lab Blog
Where the Coordinator can post exciting things happening at Lab and beyond related to language and technology. Where parents and students can go to learn more about the World Language Lab.

Language Technology Boot Camp
Where you can download the latest version of the Boot Camp Manual published by Pomona College. Great ideas and updated annually.

World Language Projects File Server
Command-K in the Finder to connect to our File Server (files.ucls.uhicago.edu) where you can find original copies of TechWeek lesson plans and ideas. Be sure to ask for permission and coordinate with the department before you use somebody else’s project idea.

Information Systems Home Page
Refer to this page to check your storage quota and read the Acceptable Use Policy for all things IT-related here at Lab.

Hint: Create bookmarks in your browser toolbar for the links on this page and you’ll never forget where they are.