

Un Livre d'Enfant

Sr. High French: Independent Study

This has been used for students to enrich their learning when direct teaching has been unavailable - in my case, teaching a junior high class at the same time as the senior high class due to scheduling conflicts.

The first part of this project could also be done in collaboration with the Art program as students are designing the images for a children's book. The art teacher could use the images as a project within their class as well.

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Purpose:

Students are going to create an original children's book, with illustrations and storyline. The story will include written dialogue, the use of adjectives to describe situations and characters in the book, and employ the past tense.

At the conclusion of the writing stage of the books, groups will then be formed to turn one or two of the books together to create a short movie based on the story. Details of the book will then have to be transferred to a script format - students will create a storyboard, a script and then create a movie employing the skills of all the students in the group.

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Time Expectations:

This unit will be divided into two sections: the book and the movie.

It is expected that the book will take approximately five to six classes to develop and perfect. The movie section will then take another four to five classes to develop and film.

This depends on the work ethic of the students - could take more time depending on their work ethic and the way that they develop their stories.

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Necessary Materials:

- Video: [Adjective Placement Video](#)
- Video: [Adjective Agreement Video](#)
- Handout: [Children's Book Project & Rubric](#)
- Handout: [Movie Rubric](#)

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Prior Learning:

Students have already learned how to conjugate verbs correctly and have learned how to use the passé composé. They have learned how to use adjectives correctly but there are videos posted to support their learning.

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Intended Outcomes:

Students will be able to create an original story that teaches a lesson or has a moral.
Students will be able to employ the past tense properly when creating their storylines.
Students will be able to add in dialogue between characters that is correctly formed.
Students will be able to use adjectives to describe parts of the their story (characters, settings, etc.)
Students will be able to organize their ideas in a storyboard and then transfer those ideas to the final product.
Students will be able to take a written text and convert it to a movie format.

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Day 1: Project Introduction

Introduce the project to the class by explaining to them that they are going to become authors or children's books. Distribute the assignment to the class.

“Aujourd’hui nous allons commencer un projet indépendant où vous allez écrire votre propre livre d’enfant. Voici des détails du projet.”

“Today we are going to begin an independent project where you are going to write your own children’s book. Here are the details of the project.”

Distribute: [Children’s Book Handout](#)

Activity 1: Book Share

Before letting students start choose a simple children’s book that follows a similar pattern that students will follow for their books. Read the book together and then ask the students some simple questions that we can discuss together in class.

“Qui a été le caractère principal de l’histoire?”

(Who is the main character of the story?)

“Donnez mots des adjectifs qui décrit ce caractère?”

(Give some adjectives that describe the character?)

“Qu’est-ce qui se passe au debut de l’histoire? au milieu de l’histoire? à la fin de l’histoire?”

(What happens at the beginning of the story? middle of the story? at the end of the story?)

EXIT Pass Day 1:

Ask students to explain in their own words (French) what the message of the story was.

“C’était quoi le message de l’histoire?”

(What was the message of the story?)

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Day 2: Project Work Day 1

Introduction:

Today is the first day of the work portion of the project. In this class students should be able to get their main idea down and have their storyboard started - due date for that being the following class.

Remind students that some work may have to be done outside of the classroom if they want to keep up to date on deadlines.

“Aujourd’hui vous allez commencer votre travail. Je veux que vous avez votre idée et le début de votre storyboard commencé par la fin de la classe. Le storyboard peut être écrit en anglais si vous voulez. Vous aurez vingt minutes prochaine classe pour compléter le travail sur le storyboard”

“Today you are going to begin your work. I want you to have your idea and the beginning of your storyboard begun by the end of the class. The storyboard can be written in English if you want. You will have twenty minutes next class to complete the work on the storyboard.”

Activity 1: Idea Planning

Supervise the class and help students where necessary to gather their ideas and organize them. Students can submit their storyboards in any fashion that they so choose - electronically or on paper. Encourage students and help them keep on task.

EXIT Pass Day 2:

In the last 5-10 minutes of class bring students back together and discuss their progress to date. Encourage students to share their ideas and frustrations - brainstorm together.

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Day 3: Project Work Day 2

Introduction:

Get the class back on track by reminding them that they will have twenty minutes to finish up their storyboards. Once finished students should begin the writing portion of the assignment, their rough copy. Remind them that supporting videos and documents can be found on the website in case they need to review how to work with adjectives or the past tense.

[Video Link](#)

[Notes Link](#)

Activity 1: Finish the Storyboard

Give students their twenty minutes and as they finish have them come up and quickly show their storyboards. Give them feedback.

Activity 2: Rough Copies

Students will have two classes - the remaining forty minutes of this class and the next class to work on their rough copies in class. Remind them to use this time wisely and make notes of any problems that they have along the way so that you can address them as needs be.

EXIT Pass Day 3:

Have students message in one or two things that they found difficult that you can look at quickly at the beginning of the following class. Collect these before students leave.

Also remind students that next class you will be doing a short mini-lesson on how to write dialogue for their stories.

“Prochaine classe nous allons regarder comment écrire le dialogue dans nos histoires.”

“Next class we are going to look at how to write dialogue in our stories.”

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Day 4: Project Work Day 3

Introduction: Dialogue

This is just a brief introduction on how students should write dialogue in their stories. Write this on the board and have students take notes as the lesson should take just 4-5 minutes, which then allows students to work on their projects for the remainder of the class.

Activity 1: Mini-Lesson

Write on the board - « Bonjour, je m'appelle Mike. Comment ca va?» dit Mike.

1. For dialogue, keep it short and simple.
“Pour le dialogue, gardez le court et simple.”
2. Note that the quotation marks are a different symbol.
“Notez que les guillemets sont un symbole différent en français.”
3. Finally note that the verb comes before the subject when addressing who is talking and how they are talking.
“Finalement notez que le verbe vient avant le sujet quand vous adressez qui parlent et comment ils parlent.”

If students have questions address them before letting them get back to work.

Activity 2: Rough Copy Work

Students will have the remainder of the class to work on their rough copies. Once they have them finished have them bring it to you for corrections. Make the necessary corrections and students that finish can then organize their books however they want - some students may wish to work with the traditional paper & pencil, while others may want to use technology to create their books (PowerPoint, BookCreator, Comic Life, etc.).

EXIT Pass Day 4:

Have students message you (paper, electronically) three new things that they have learned while working on their assignment. This can be things like vocabulary, sayings, new ways of using a word, etc.

“Avant de partir, expliquez trois nouvelles choses que vous avez apprises pendant le brouillon. Ca peut être de nouveau vocabulaire, expressions, différentes façons d'utiliser un mot, etc.”

“Before leaving, explain three new things that you learned during your rough copy. That could be new vocabulary, expressions, different ways to use a word, etc.”

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Day 5/6: Project Work Day 4/5

Introduction: Project Work Days (Good Copy)

These two days are going to be similar as they lead towards the book presentation day on Day 7. Remind students of their deadline for good copies and then permit them to use the next two periods.

EXIT Pass Day 5/6:

In the last five minutes of each class touch base with each student and see what is going on with each group. Resolve any concerns.

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Day 7: Project Presentation Day

Introduction:

Today is project presentation day. Students will present a book to the class and then there will be a discussion at the end as we move forward to the next phase of the assignment.

Activity 1: Book Share

“Aujourd’hui vous allez présenter vos projets à la classe. Vous allez lire votre livre puis nous allons discuter le message de votre histoire.”

“Today you are going to present your projects to the class. You are going to read your book then we are going to discuss the message of your story.”

Go around the room and have students share their books with the class.

At the end of the sharing and discussion introduce the next stage of the project.

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Introduction: Movie Mania

Now that students have finished their book presentations, introduce the idea that they are now going to adapt one of the books into a movie.

“Maintenant que vous avez fini votre travail, je vais vous demander de choisir une des livres que vous allez adapter en film.”

“Now that you have finished your work, I am going to ask you to choose one of the books to adapt into a movie.”

Hand out to students the handout for this assignment and discuss the rubric as it pertains to their making a movie. Students

Movie Rubric

Explain the steps that students are going to follow:

1. Rough copy of the script.

“Au debut vous allez écrire un brouillon. C’est possible qu’il faut ajouter du dialogue qui n’était pas dans le livre.”

“At the beginning you are going to write the rough copy. It is possible that it’s necessary to add dialogue, which wasn’t in the book.”

2. Filming & Editing process

“Après que vous avez le script, vous allez faire le film.”

“After you have your script, you are going to make the movie.”

3. Presentation of the film

“Finalement nous allons regarder le film avec les juniors.”

“Finally we are going to watch the film with the juniors.”

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Day 8: Movie Scripting

Introduction:

Students are brought back into class and given a copy of the book to work with. They will then be reminded that the expectation will be to have the rough copy of the script finished by the end of the class.

Activity 1: Rough Copy Work

“Aujourd’hui vous allez prendre le livre et créer votre film. N’oubliez pas d’inclure en français les actions et le dialogue.”

“Today you are going to take the book and create your film. Don’t forget to include, in French, the actions and the dialogue.”

Students are then given time to work on their rough copy.

Closure:

Bring the students back together at the end of the class to see if there are any issues or concerns.

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Day 9 to 12: Movie Filming & Editing

Introduction:

Each day the class will come together and discuss the progress of the film. This time period can be shortened or lengthened depending on the progress of the students - use discretion as the filming and editing process can be a touchy process for students.

Activity:

Students are working on their project and problem solving any issues with regards to the filming of the book adaptation.

Closure:

Touch base with the class each day and help them problem solve any issues that they have with regards to dialogue or filming.

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Day 13: Movie Day

Introduction:

This class will be the one where students share the book and the movie with another class. As the teacher you will bring the two classes together, and read the book to the younger class - unless there is a senior (the author preferably) wishes to read the book and you know that they will do a great job.

Activity:

Show the film to both classes and get students feedback on what they thought about the film and the book. Ask the junior class about what they thought the message was in regards to the story.

While the students have been working on the film, you could have created a fun Kahoot based around their book that you can now play with the two classes. Questions should be simple and based on the book.

Closure:

Thank the senior high class for the movie and the junior class for their participation in the watching of the film.