Foreign Language Dictionary Unit

Grade 8/French and Spanish

Library Media Skills Objectives
Goal 2: The student will demonstrate the ability to select and evaluate media.
    Selection of media
        b.   Select the media most appropriate to purpose.
    Evaluation of Media
        a.   Identify the scope and accuracy of content in various media.
        b.   Check the copyright date to establish timeliness.
Goal 3: The student will demonstrate the ability to organize, manage, and comprehend information
    Organization of Information
        b.   Apply appropriate skills to collect, organize, and interpret data.
    Information Management
        a.   Use appropriate retrieval strategies to find information in a variety of sources.
        b.   Select the appropriate information.
        c.   Assess the value of selected information.

French Objectives
Goal 2. The student will demonstrate an awareness and appreciation of the culture of francophone countries.
Objectives - The student will:
    b. Supply basic information about school, classes, people, objects, surroundings, environment, sports, leisure activities, selected foods, and meals.
Goal 4. The student will demonstrate an understanding of the impact of technology and will use technology as a tool to communicate in French.
Writing to inform
Objectives - The student will:
    a. Cite research when information is obtained from copyrighted electronic resources, including the Internet.
    b. Collect, organize, and manipulate data using appropriate software.
    c. Use a word processor during all phases of the writing process: prewriting, drafting, revising, editing, and publishing.
    d. Obtain and use information from on-site data sources (CD-ROM, laser disc, software databases, etc.)

Foreign Language Dictionary Unit

Spanish Objectives
Goal 1: The student will demonstrate the ability to communicate within the context of a social setting.
Writing to inform
Objectives - The student will write to:
      b. Supply information about school, classes, people, objects, surroundings, environment, sports, leisure activities, selected foods, and meals.
Goal 2: The student will demonstrate an understanding of the impact of technology and will use technology as a tool to communicate in Spanish.
Writing to inform
Objectives - The student will
      a. Cite research when information is obtained from copyrighted electronic resources, including the Internet.
      b. Collect, organize, and manipulate data using appropriate software.
      c. Use a word processor during all phases of the writing process: prewriting, drafting, revising, editing, and publishing.
      d. Obtain and use information from on-site data sources (CD-ROM, laser disc, software databases, etc.)

Educational Technologies Objectives
Goal 5: The student will use application programs.
    Electronic Publishing and Graphic Arts
      a. Use a word processor during all phases of the writing process: prewriting, drafting, revising, editing, and publishing.
      b. Integrate text and graphics in a document.
      c. Use a graphics program to create an original picture or modify an existing picture.
Goal 6: The student will access and store information.
    Information Processing
      c. Determine the optimal tools for accessing information.
      d. Analyze, synthesize, and evaluate information obtained from technology-based sources.
    Networks
      a. Operate within a Local Area Network (LAN) consisting of computers connected in some way to a file server, to a printer, to other computers, etc.

Performance Objectives
    a. Create foreign language/English dictionaries meeting criteria as specified on student assignment sheet.
    b. Share the dictionaries with other students to provide information and opportunities to translate from French/Spanish to English.

Lesson idea contributed by Sylvia Hazzard

Foreign Language Dictionary Unit

Materials
Sample dictionary to illustrate the project
Student assignment sheets, one per student
Student access to computer lab with word processing and Internet capability
Dictionary Template (installed on file server for student use)
Title Page Template (installed on file server for student use)

Procedures/Activities
Lesson 1
l.   Explain the research project, as follows: Each student will create a foreign language theme dictionary, with entries for each letter of the alphabet, whenever possible. Possible themes for the student dictionaries could include foods popular in the culture, animals, recreational activities, sports, fashion/clothing, celebrations, plant life, education, famous places, etc.
2.   Distribute and explain the student assignment sheets. Discuss the project and the criteria to be used for grading. Show one or more examples of successful dictionaries and answer any questions that students may have.
3.   Allow students to select themes to be used for their dictionaries.
4.   Assist students as they access the Dictionary Template on the file server and develop their own dictionaries. As students complete their lists of words to be used for each letter of the alphabet, encourage them to use many types of information sources to develop entries for each word. To complete the required information, students will be consulting their textbooks or other foreign language sources, including dictionaries, as well as media center print and online sources.
5. (When all dictionaries are complete) Students will print and assemble their dictionaries, to be shared with others in the class.

Evaluation
Each student will complete a French/Spanish theme dictionary as indicated in the performance objective and described in the student assignment sheets. Students will share their finished products with other students in their classes.

Lesson idea contributed by Sylvia Hazzard

Foreign Language Dictionary Unit

(student assignment sheet)

Steps for Completing Your French/Spanish Dictionary

- Select a theme for your dictionary. Here are some suggestions: foods, animals, recreational activities, sports, fashion/clothing, celebrations, plant life, education, household items, or famous places. You may think of some themes other than the suggested ones that you would enjoy researching.
- Using the dictionary template from Student Files, type at least one word in French/Spanish that fits your theme for each letter of the alphabet. If you need help, check with a French/Spanish dictionary for ideas, look through your textbook, and use other suggested media center resources. If you still need help, see your teacher or media specialist.
- Using the research tools reviewed as part of our unit, obtain a definition and other interesting information about each of your words. Be sure to complete bibliographical information about your sources as you proceed.
- Translate the information you obtain into French/Spanish, using a word processing program to record your work. Ask your teacher to approve your translations before you complete your final product.
- When all writing is complete, search the Internet for sites suggested by your media specialist, or sites approved for middle school students on the Howard County Public Schools' Home Page to capture images for at least eight of your words. Capture and paste the images into your dictionary as appropriate.
- Create a bibliography listing every source that you consulted for information about the words for your dictionary.
- Create a title page for your dictionary. Include its title, your name, your class name, our school's name, and the date of publication. (See the sample on the Dictionary Unit template.)
- Use a computer drawing application to create a cover design for your dictionary. Be sure to include the name of the dictionary. If you like, you may also import Internet images for this cover.

Your project will be graded as follows:

- Words for all 26 letters (or as many as possible) for your topic   20 points ....
- Accurate, interesting definition and information for each word
  (See attached sample.)   20 points ....
- Captured and pasted images for at least eight words   15 points ....
- Correctly formatted bibliography
  (as provided by your teacher or media specialist)   15 points ....
- Correctly formatted title page (See enclosed sample.)   15 points ....
- Attractive cover created using a drawing application e.g., Claris Draw   15 points ....

Foreign Language Dictionary Unit

(Sample of dictionary format; can be found as a template on the Sample Lesson Plans disk)

Student:

- Please save this file on your disk soon after you begin, and regularly as you work.
- Feel free to use the return key to create as much space as you need for each entry.
- Be sure to use Spanish or French entries, not English!
- Include definitions written in French or Spanish, as well as any other interesting information you locate through your research.
- When your dictionary is almost complete, capture appropriate Internet images for at least eight of your words and paste them appropriately in your document. Be sure to indicate the web site where you found the image.
- A template for the title page is in the Foreign Language Dictionary Templates file.
- You are welcome to use any readable font that you like.
- You may change font sizes if you like.
- When you're completely done, erase these instructions.
- Good luck! Let your teacher or media specialist know if you have any questions.

A

B

C

D

E

F

G

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I

Lesson idea contributed by Sylvia Hazzard

Foreign Language Dictionary Unit

J

K

L

M

N

O

P

Q

R

S

T

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V

W

X

Y

Z

Lesson idea contributed by Sylvia Hazzard

Foreign Language Dictionary Unit

(Sample of title page; can be found as a template on the Sample Lesson Plans disk)

A Home in Mexico:
A Dictionary in Spanish and English

(The above title would be in French or Spanish for your project.)

A Home in Mexico:
A Dictionary in Spanish and English

(The second title would be translated into English for your project.)

XXXXXXX Middle School
February 15, 2005
(The date should be in French or Spanish)
Created by
("Created by" should be in French or Spanish)

(Template places student's name in margin of paper.)

Lesson idea contributed by Sylvia Hazzard