Assignment #3: VoiceThread

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Subject Area: English Language Arts (ELA)

Cycle and Grade Level: Cycle 1, Grade 1

Subject specific competency related to the lesson and its key features

Competency 3: to represent her/his literacy in different medias:

- To apply appropriate strategies for constructing meaning

- To follow a production process in order to communicate for specific purposes to a

  specified audience.

  (Éducation et Enseignement Supérieur du Québec, 2019b, p. 91 & 92).

Cross-curricular competency

Competency 1: To use information.

Competency 4: To use creativity.

Competency 6: To use information and communications technologies (ICT).

  (Éducation et Enseignement Supérieur du Québec, 2019a, p. 16, 20, 22 & 28).

Essential Knowledges

Strategies for Constructing meaning

- Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts

  (See also Competency 1, Reading Strategies):

  - Own questions in order to predict and confirm

- o Drawing on prior experience with familiar media texts to understand how they are constructed

- o Rereading/looking again in order to clarify and extend understanding of a text, etc.

Production Process

- Use different technologies in order to construct a variety of text types:

  - o Simple word processing

  - o An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT

(Éducation et Enseignement Supérieur du Québec, 2019a, p. 94 & 97).

Progression of Learning

A. Narrative and Literary Texts

1. Required Text Types

    a. Speaking: The student produces own stories, as well as dramatizations of others' stories, through:

       i. Role-play involving character from own stories, from literature and from nonfiction

       ii. Storytelling

    b. Reading and Listening (written and media texts)

       i. Children's literature

          - Classic and modern fairy tales

2. Structures and Features: The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts.

    a. Spoken and Written Texts

        i. Plot structures and features

            • Sequence of events

(Éducation, Loisir et Sport du Québec, 2009, p. 12-13)

Objectives

1. The students will *recall* the major events of *The Ugly Duckling* verbally.

2. The students will *illustrate and choose* images that best demonstrates the major events in *The Ugly Duckling*.

3. The students will *create* a VoiceThread on the story of *The Ugly Duckling* using voice recordings.

Resources

- Access to Voicethread.com: https://voicethread.com/

- Access to a computer with internet

- Access to folktale read in class:

    o *The Ugly Duckling*, by Hans Christian Andersen

- Appendix A: Hand out of Sequencing sheet

- Blocks, draw/colour resources, puzzles, and board/card games for free play period

Lesson

This lesson is designed for grade one students. VoiceThread will allow me, the teacher, evaluate the students' abilities with retell/sequencing with the help of patterns and images. More specifically, VoiceThread will demonstrate the abilities of the students' verbal explanations about folktales.

Procedure:

1. **Introduction**

Prior to this lesson, it is assumed that I have examines folktales thoroughly with the class. It is also presumed that sequencing has been explored with the children on different levels. Thus, I will introduce the lesson by reading *The Ugly Duckling*, by Hans Christian Andersen to the class. On their own, each child will complete a sequencing worksheet (see Appendix A).

2. **Lesson Activities**

I will describe what a VoiceThread is to the whole class. I will show them examples. We will also play with a VoiceThread with the whole class. For instance, I will add a written comment asking a question. Then, I will voice record the whole class' or one volunteer's answers. Thus, they will be introduced with this now media.

To follow the children will be placed into group of three. These groupings will be done according to the major events they drew. Those who have similar events will be grouped together. In these groups, they are encouraged to share their perspectives on the major events of the story. During several periods of free time, where the students have options to play with blocks, draw/colour, do puzzles, or play board/card games, I will take each group aside to complete the task. I will have each student create their member on VoiceThread. I will also

provide the images of the sequencing. During the meeting with the group, we will choose which images they want, and which ones need to be placed together. After uploading the images, I will demonstrate how to comment a voice recording and allow them to finish their VoiceThread alone. I will be supervising them; however, they will be working together to complete the VoiceThread. This process will be done within a few days, considering the number of groups in the class.

My VoiceThread

https://voicethread.com/share/12224176/

Reflection

I enjoyed VoiceThread. It is a great tool to use to evaluate oral components in English. I also enjoy how you can use various members in the VoiceThread. There are several advantages. The oral component is one advantage. However, one can also use this tool for creating their own stories. I also like how you can video record comments. This would be fun when retreating plays. The tool is very easy to use, too. This is beneficial for elementary school students. They can learn were to click and what to do easily. There were a couple disadvantages, however. The first one is that I could not use the tool on Safari or Firefox. Thus, I needed to download Google Chrome. If this is the case for everyone, it may be difficult if the browsers provided by the schools cannot use VoiceThread. Also, I found the layout of the site confusing. It may just be me; however, I did not know where to click to comment. A thorough tutorial would have been useful for me. All in all, I would use this in my teaching. The advantages outweigh the disadvantages. It is a fun tool for students to express themselves using media. I believe it it a

good tool that can evaluate students in many different ways, such as sequencing, group

discussion, collaboration, and story creation.

References

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Andersen, H. C. (2012). *The Ugly Duckling* [Kindle Paperwhite]. Retrieved from

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Reference for VoiceThread Images: http://more.starfall.com/mi/teachers-lounge/pdf/pk-sc_Ugly-Duckling--memberonly-pdf.php

Picture in Appendix A: http://pixelshavings.blogspot.com/2011/10/ugly-duckling-creating-ebook-from-hazel.html

Appendix A

Sequencing
The Ugly Duckling by Hans Christian Andersen

Draw the major events in the story.
You can split up the boxes if needed.

First,

Next,

Then,

Last,