

Presenter

Scorer WBF

Date 16 June 09

Total Score 5.0

Grade

0736e-1

# Scoring Guide for a CBI Classroom Project #1 Flower Boy

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI? <u>1, 8</u>	Factor 2: Language Level Fits Activity? <u>1, 8</u>	Factor 3: Time Appropriate? <u>8</u>	Factor 4: The Pieces <u>1, 2</u>	Factor 5: Presentation <u>4</u>
6 After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5 Needs 1/4 hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex.: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4 Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking. <i>will need at the time</i>	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small scale errors. Format is plain but not confusing.
3 Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3 Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary					

FL 508  
Dr. William B. Fischer  
CBI Project One  
Woodworking – Building a flower box  
June 9, 2009

**Background**

This is a project from **Con mis manos**, a do-it-yourself (bricolaje) community group which focus on language learning through DIY projects. The group members post instructions for each of their projects on the community center’s website to share with other Spanish speaking people online.

**Learner Profile:** This activity is geared for adult language learners however; it can be adapted for learners of various ages.

**Subject Area:** Woodworking

**Activity:** Building a flower box

**Summary:** Group members will learn how to build a flower box.

**In-class time:** This activity will take 60 minutes.

**Location:** The group meets at a community center.

**Packet:** The packet includes a picture file of the finished product and the tools needed to build the flower box as well as instructions on building a 12 X 28 inch flower box, 13 phillips screwdrivers 13 drills with drill bits, and 48 clamps.

**Materials needed:** The instructor will need one flower box packet for each member which includes:

- Wood parts and screws
- 1- 12 X 12 inches
- 2- 12 X 28 inches
- 2- 2 X 24 inches
- 15- 2.5 inch screws.

**Vocabulary:** Group members will be exposed to woodworking vocabulary.

**Sample vocabulary list:**

1. Abrazadera
2. Broca
3. Desarmador
4. Lija
5. Maceta
6. Metro
7. Taladro
8. Tornillo

**Sample verb list:**

1. Atornillar 2. Amartillar 3. Medir 4. Marcar 5. Unir 6. Sujetar 7. Sostener 8. Lijar

**Grammar:** The activity will focus on the review of chronological narration, commands and prepositional phrases. The instructor will introduce indirect object pronouns in this activity.

Chronological narration: Primero, luego, después etc.

Commands: Dar, medir, sujetar, lijar etc.

Indirect object pronouns: la (damela), lo (midelo), las (sujetalas), los (lijalos) etc.

**Language proficiency:** ACTFL Intermediate-mid.

**Assessment:**

**Oral assessment:** Students will be evaluated on their ability to use the target language while building the box in groups.

**Written assessment:** Students will be asked to write instructions building a flower box.

**Timeline****Warm-up (5 min.)**

The instructor will place the various tools used around the room and then ask the group members to hand him or her, a tool. If they do not know which tool was asked for the instructor will describe it until someone knows which tool is asked for. The instructor will also implicitly introduce indirect object pronouns by using them with emphasis as he or she speaks to the group.

**Examples:**

The instructor asks someone for a tool.

¿Ves el desarmador? (Do you see the screwdriver?)

If the student understands what the instructor is referring to, the instructor proceeds with the a command.

Traer. Tráemelo por favor. (To bring) (Bring **it** to me please.)

**Introducing the project (10 min.)**

The instructor will show a picture of a flower box and elicit information about the box. Next, the instructor will introduce the tools (not covered during the warm-up) and materials using the picture file.

**Instructions on building the box (15 min.)**

The instructor will request a volunteer to aid in the process of building the box. The instructor will demonstrate how to assemble the box. While reinforcing chronological narration, commands and prepositional phrases, he or she will continue to use indirect object pronouns as much as possible.

**Building activity (25 min.)**

Group members shall be asked to get in groups of four. There can be a couple of groups of three depending on the size of attendees. They will then work together to build their flower boxes communicating solely in the target language. The instructor will go around the room to aid with the project and help with language use during the process.

**Written work (5 min.)**

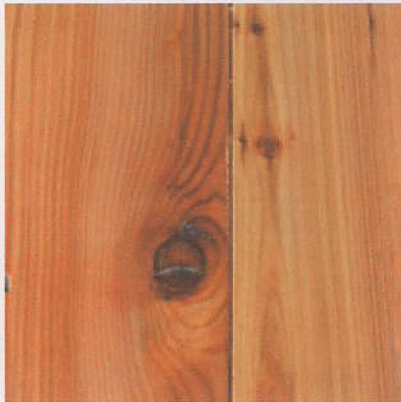
The instructor will ask everyone to write instructions for building a flower box to post on the community center's webpage for the group. They will be given pictures of the project at the various stages of completion to go along with the instructions they are writing.

Picture File:

Maceta de cajón



Madera



Desarmador





0736e-6

5

Taladro



Broca



Tornillo



Abrazadera



Lija



Metro



Authentic Resources

Websites

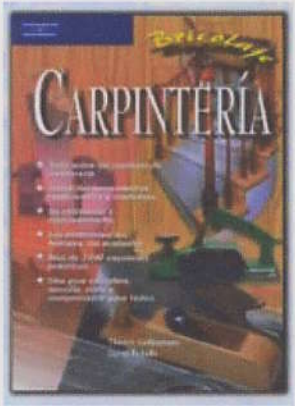
<http://www.bricopage.com/>

<http://www.bricolajeyhogar.com/>

[http://www.pasarlascanutas.com/carpinteria\\_imaginativa\\_1.htm](http://www.pasarlascanutas.com/carpinteria_imaginativa_1.htm)

<http://www.secomohacer.com/brico/tallerbr.htm>

Texts



Carpintería: Bricolaje

Published: 2006

Publisher: Rústica

By: Thierry Gallauziaux and David Fedullo

ISBN: 9788428327831

FL 508  
Dr. William B. Fischer  
CBI Project One  
Woodworking – Building a flower box  
April 27, 2009

rec'd 2 June 09 Draft 2

**Background**

This is a project from **Con mis manos**, a do-it-yourself community group which focus on language learning through home improvement projects. The group members post instructions for each of their projects on the community center's website to share with other Spanish speaking people online.

**Learner Profile:** This activity is geared for adult language learners however; it can be adapted for learners of various ages.

**Subject Area:** Woodworking

**Activity:** Building a flower box

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**Materials needed:** The instructor will need one flower box packet for each member which includes:

- Wood pieces and screws
- 1- 12 X 12 inches
- 2- 12 X 28 inches
- 2- 2 X 24 inches
- 15- 2.5 inch screws.

**Vocabulary:** Group members will be exposed to woodworking vocabulary.

*only in present*

**Grammar:** The activity will focus on the review of chronological narration, commands and prepositional phrases. The instructor will introduce indirect object pronouns in this activity.

*good luck*

**Language proficiency:** ACTFL Intermediate-mid.

*Dangerously low to try this*



**Assessment:**

**Oral assessment:** Students will be evaluated on their ability to use the target language while building the box in groups.

**Written assessment:** Students will be asked to write instructions building a flower box.

*very difficult  
at 7M*

**Timeline****Warm-up (5 min.)**

The instructor will place the various tools used around the room and then ask the group members to hand him or her, a tool. If they do not know which tool was asked for the instructor will describe it until someone knows which tool is asked for. The instructor will also implicitly introduce indirect object pronouns by using them with emphasis as he or she speaks to the group.

**Introducing the project (10 min.)**

The instructor will show a picture of a flower box and elicit information about the box. Next, the instructor will introduce the tools (not covered during the warm-up) and materials using the picture file.

**Instructions on building the box (15 min.)**

The instructor will request a volunteer to aid in the process of building the box. The instructor will demonstrate how to assemble the box. While reinforcing chronological narration, commands and prepositional phrases, he or she will continue to use indirect object pronouns as much as possible.

**Building activity (25 min.)**

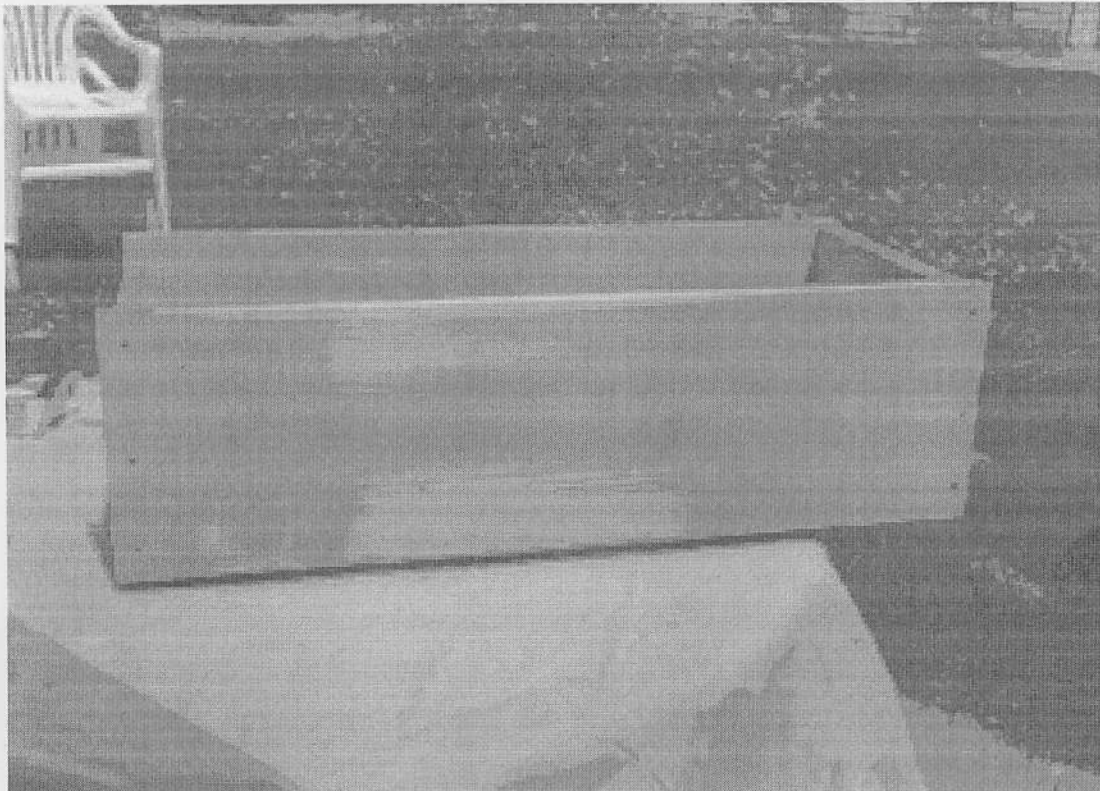
Group members shall be asked to get in groups of four. There can be a couple of groups of three depending on the size of attendees. They will then work together to build their flower boxes communicating solely in the target language. The instructor will go around the room to aid with the project and help with language use during the process.

**Written work (5 min.)**

The instructor will ask everyone to write instructions for building a flower box to post on the community center's webpage for the group. They will be given pictures of the project at the various stages of completion to go along with the instructions they are writing.

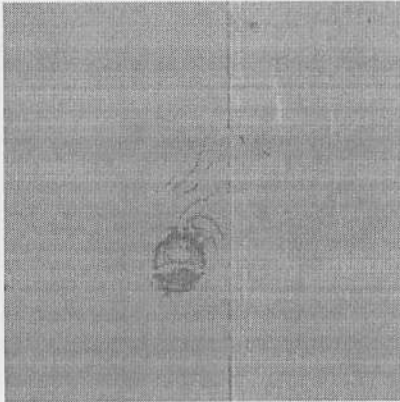
**Picture File:**

Maceta de cajón

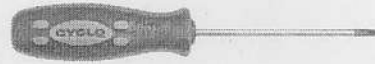


0736e-11

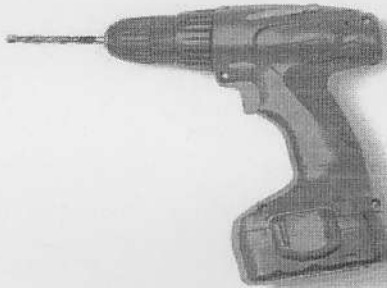
Madera



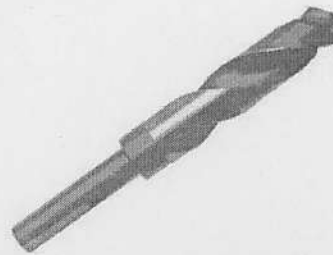
Desarmador



Taladro



Broca



Tornillo



Abrazadera



0736.e-12

FL 508

Dr. William B. Fischer

CBI Project One

Gardening – Building a flower box

April 27, 2009

*Draft 1*

**Subject Area:** Gardening – Building a flower box

**Summary:** Students will learn how to build a flower box.

**In-class time:** This activity will take 110 minutes with a 10 minute break.

**Location:** The class shall meet at a community garden center.

**Packet:** The packet includes two picture files: One of the tools needed to build the flower box and the other of ten different flower species. In addition, it shall also include instructions on building a 12 X 28 inch flower box. The packet will also contain 25 philips screwdrivers ten four drills and drill bits, and 48 clamps,

**Materials needed:** The instructor will need one flower box packet for each student which includes: five wooden boards two measuring 12 X 12 inches, two 12 X 28 inches, and two 12 X 24 inches. It will also contain 15 – two and a half inch screws.

**Vocabulary:** The learners will develop the vocabulary pertaining to carpentry (used while building the flower box).

**Language proficiency:** ACTFL Intermediate-mid.

**Evaluation:** As home work students will write a two paragraph essay on how they built their flower box in order to reinforce the new vocabulary. Students will be evaluated on their ability to describe their process of building the flower box.

**Student age levels:** This activity is geared for adult learners however; it can be adapted for students of various ages.

### **Overview**

**Class meeting part I:** During the first half of the class meeting the instructor would introduce the project. The instructor will show a picture of a flower box and elicit information about the box. Next, the instructor will introduce the tools and materials using the picture file. Finally the instructor will demonstrate how to build the flower box. The instructor will request a volunteer to aid in the process of building the box.

**Class meeting part II:** In the second half of the class meeting the instructor will ask the learners to get in groups of four. Their can be a couple of groups of three depending on the size of the class. The learners will work together to build their flower boxes. The instructor will go around the room to aid with the project and help with language used during the process.

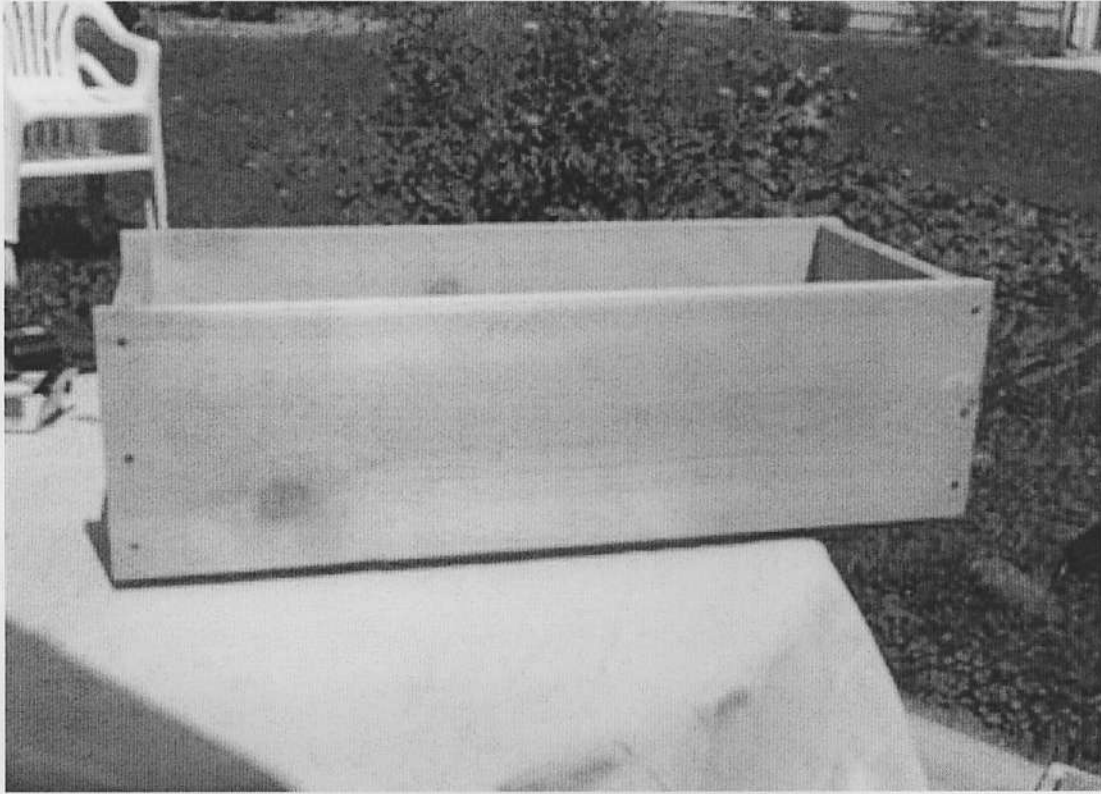


0736e-14

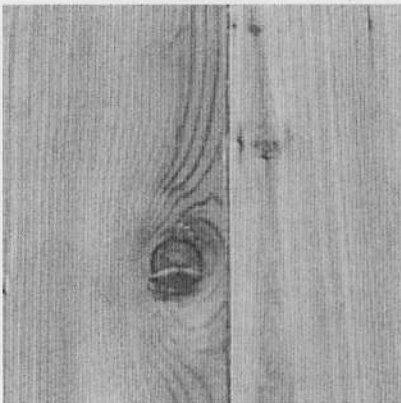
3

**Picture File:**

Maceta de cajón



Madera



Desarmador



Taladro



Broca



Tornillo



Abrazadera

