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Animating Instruction:

Using cartoons to build communicative competence

CSCTFL March 12, 2021



Questions ?

Type them in the chat!

Who am I?

Who are you?

Let's use the chat:



- What level do you teach? HS, MS, FLES, U, Pre-Service, Admin
- Which language(s)?
- Have used cartoons in the classroom?

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Today's Session Goals:

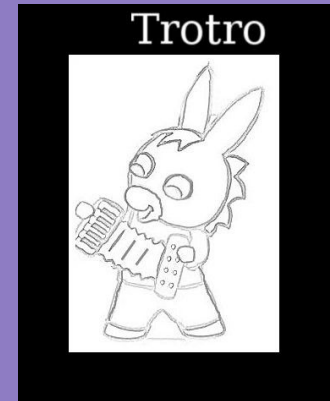


- Address why to use cartoons in the WL classroom
- Explain how & where to find cartoons to incorporate into your thematic units
- Show how to address the 3 modes of communication using cartoons (in-person & in the remote world)
- Brainstorm ways you can incorporate cartoons into your curricula

Why should we use
cartoons in the WL
classroom?

Cartoons are...

- Authentic resource
- Comprehensible
- Thematic
- Culturally accurate (mostly)
- Short in length
- School appropriate
- Attention getting
- Engaging/Motivating
- Full of positivity
- Life lessons-Themes!
- FUN!!

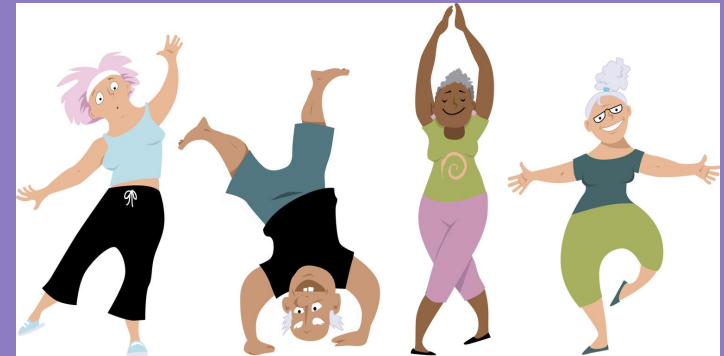
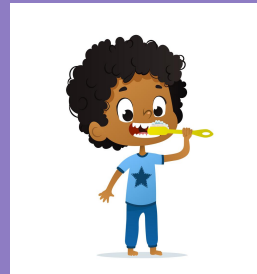


*Please add your own ideas into
the chat!*

"trotro" by wouf_is_wouf is licensed
under CC BY-NC 2.0

Common cartoon themes

- Daily routine
- House
- School
- Friends
- Family
- Cooking-Food
- Staying fit & Healthy
- Doctor visits- illnesses
- Chores
- Free time activities
- Travel
- Going places in the city



Where can I find
“authentic” cartoons to
use in my WL classroom?

WL Cartoons can be found...

- YouTube
- Netflix
- Amazon.fr/.es (Careful with DVDs)
- Daily Motion
- Fluentkey
- EdPuzzle
- Dubbed English speaking cartoons
- Your ideas??? *Type in the chat*



Don't forget to Download !!

Some WL Cartoons

Please add other cartoons that you know into the chat

Français:

- Trotro
- Peppa Pig
- T'choupi
- Babar
- Franklin Tortue français (Angl)
- Petit ours brun
- Madeline
- Simon
- Cinq Rue Sesame
- Caillou
- Manon

Español:

- Mafalda
- Pocoyo
- El show de Cantinflas (popular Mexican comedian; he did “80 days around the world” original movie)
- El chavo animado (cartoon adaption of the classic “El chavo del 8” series)
- Familia Telerín

How can I use cartoons in
my class to address the 3
modes of communication?

Unit Plan



| | | | |
|--|---|--------------------------------------|---------|
| Language and Level / Grade | Level II, Unit 12 | Approximate Length of Unit | 27 days |
| Performance Range | Novice High - Intermediate Low | Approximate Number of Minutes Weekly | |
| Theme/Topic | The Environment | | |
| Essential Question | ● How do the choices we make affect the environment? | | |
| Unit Goals | | | |
| <i>What should learners know and be able to do by the end of the unit?</i> | Learners will be able to: <ul style="list-style-type: none">● identify environmental issues in/around the target culture (Remembering)● identify the causes of the environmental issues (Understanding)● discuss the responsibility we have to make environmentally friendly choices (Applying)● describe my personal impact on the environment based on personal choices (Analyzing)● express what solutions one can do to help with environmental issues (Evaluating) | | |

Peppa Pig: Le recyclage

<https://www.youtube.com/watch?v=pHty-a7tty8>

Entertainment One UK Limited.



Interpretive Mode



EdPuzzle (HW after first viewing)

Peppa Pig Français Le Recyclage

Madame Karstrand



 MULTIPLE CHOICE QUESTION

Peppa veut mettre la bouteille dans...

- Le frigo
- La poubelle
- La table
- La voiture

Rewatch

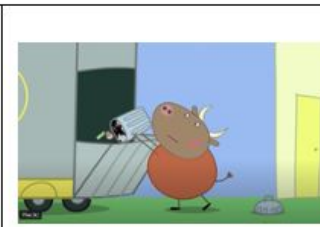
Skip

Submit

Story Matching

This is the basis for all of the other activities that follow.

<https://drive.google.com/file/d/1gpn7faOwkeieVNLr3Jw9aXdjYIOidrZS/view?usp=sharing>



1. M. Bull, l'éboueur, arrive chez Peppa Pig pour collecter les ordures ménagères.

2. M. Bull a beaucoup de mal à ne pas faire le bruit.

3. Papa Pig annonce que M. Bull a vidé le contenu de la poubelle.

4. Peppa aide Maman à débarrasser la table.

5. Papa explique que tout ce qu'on ne peut pas réutiliser, on doit mettre à la poubelle pour M. Bull.

6. Maman précise que tout ce qu'on peut utiliser de nouveau, on doit mettre dans les poubelles de tri.

Jamboard (for Remote Learning)

https://jamboard.google.com/d/1QHPDc2hWOJ1RWOMT_a3YF-RBJNcq6Bm6K-KG_u8obUQ0/edit?usp=sharing

Vocab matching (Key word recognition)

Faites correspondre les mots et les photos.

1. _____ un éboueur
2. _____ une poubelle
3. _____ des journaux
4. _____ le bruit
5. _____ les ordures
6. _____ le petit déjeuner
7. _____ la déchetterie
8. _____ trier
9. _____ vider
10. _____ plein
11. _____ rouillé



E. to be busy with



I. to use

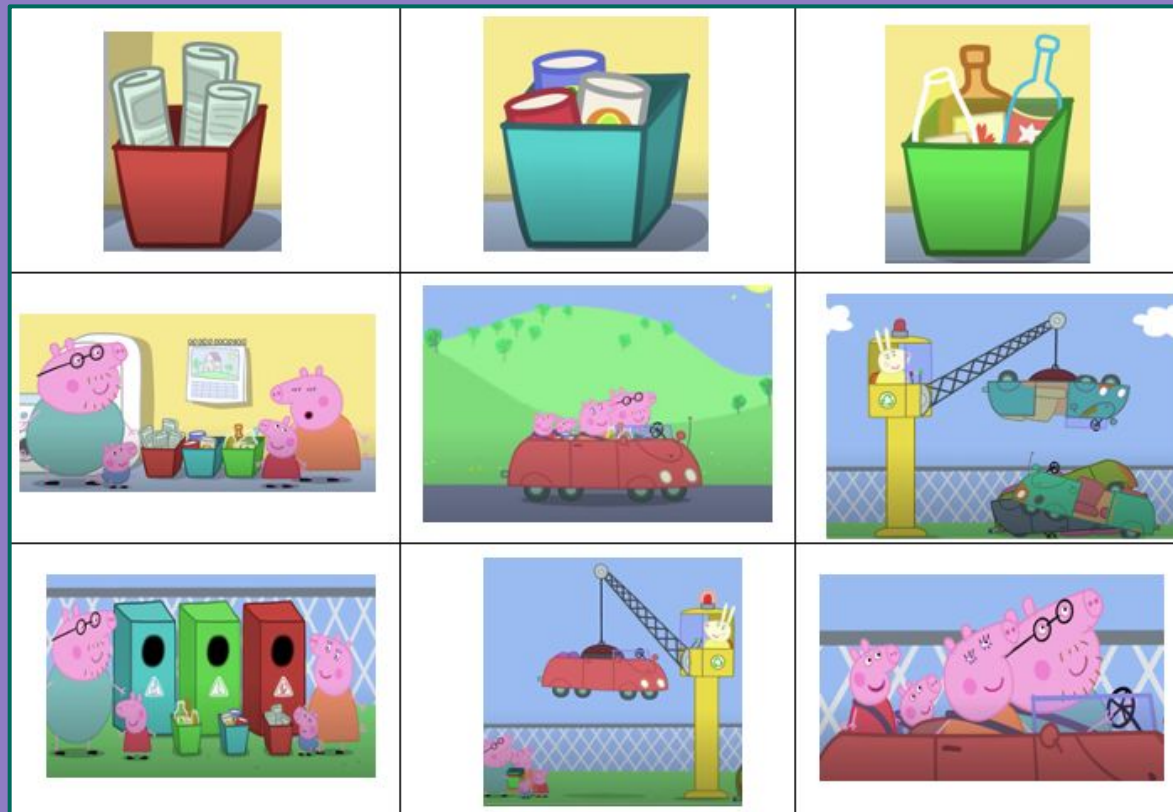


Vocab (Guessing meaning from context)



La famille arrive à
la déchetterie.

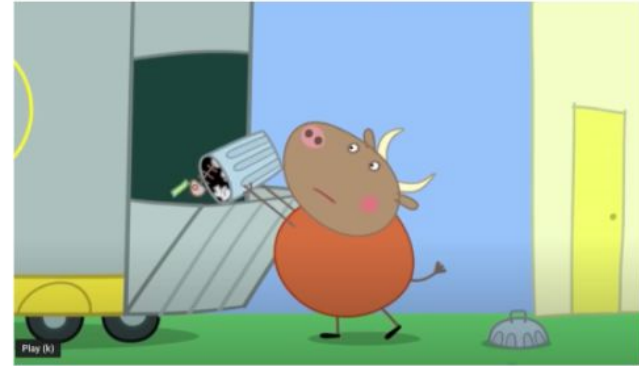
Le voilà !



Le voilà !

Peardeck (for Remote Learning)

Qu'est-ce qui se passe ?



Students choose an option

A: Peppa aide Maman à débarrasser la table 0

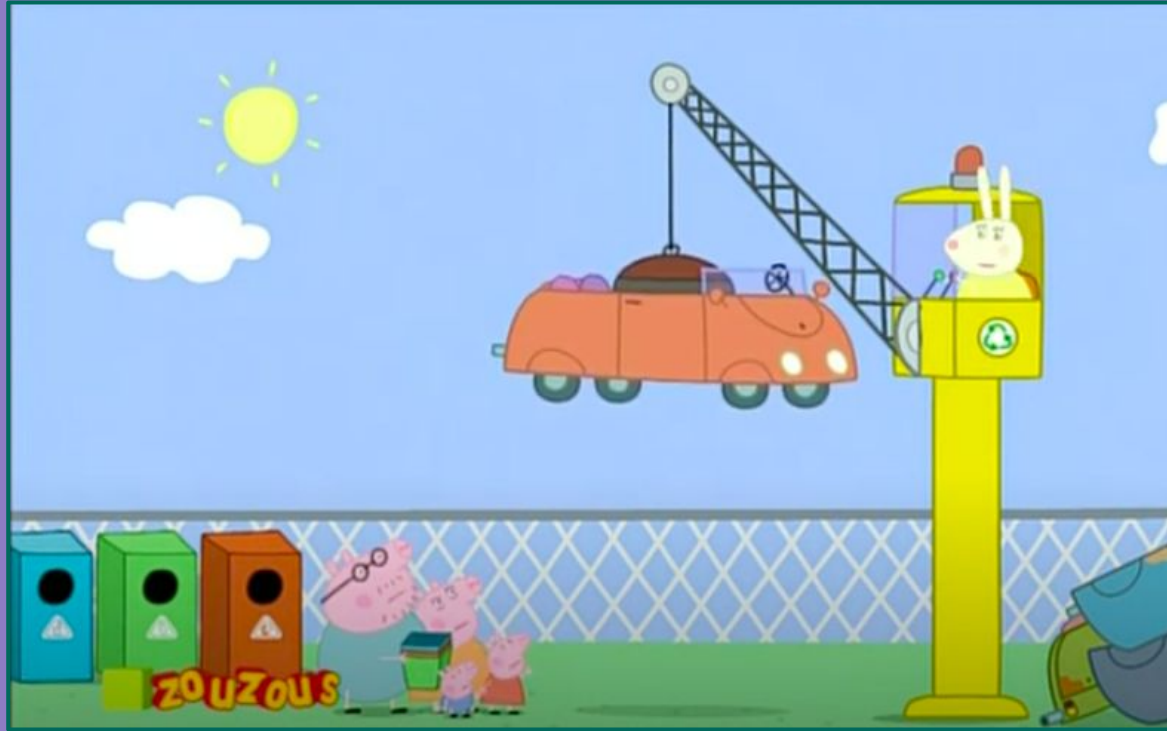
B: En route, Peppa chante une chanson du recyclage. 0

C: M. Bull a beaucoup de mal à ne pas faire le bruit. 1



Interpersonal Mode

See-Think-Wonder (Spark Curiosity)



Teacher Question- Student response

1. Question showing



Teacher Question- Student response

2. Question NOT showing



Student Question- Student response



- Questions showing
- Questions not showing
- Ss generate their own questions about the picture

Personal Questions Related to Picture

- Questions showing
- Questions not showing



Student Describes the scene- Other student draws it

Example: Papa is standing to the left of the blue recycle box. Maman is standing to the right of the red recycle box. The green box is in the middle of the blue and red boxes.





Presentational Mode

Vocab Brainstorm



-What words do I know? (May be unrelated to the topic)

-What words do I already know about this topic?

Fill in the nouns

Remplissez les photos avec des mots pour compléter l'histoire


M. Bull, , arrive chez Peppa Pig pour collecter les ordures ménagères.


M. Bull a beaucoup de mal à ne pas faire



Papa Pig annonce que M. Bull a vidé le contenu de



Peppa aide Maman à  la table.

Papa explique que  qu'on ne peut pas réutiliser, on doit mettre à la poubelle pour M. Bull.

Maman précise que tout ce qu'on peut utiliser de nouveau, on doit mettre dans



Fill in the verbs

Remplissez le tiret avec la bonne forme du verbe

M. Bull, l'éboueur, _____ chez Peppa Pig pour collecter les ordures ménagères. M. Bull _____ beaucoup de mal à ne pas _____ le bruit. Papa Pig _____ que M. Bull _____ le contenu de la poubelle. Peppa _____ Maman à débarrasser la table. Papa _____ que tout ce qu'on ne _____ pas réutiliser, on _____ mettre à la poubelle pour M. Bull. Maman _____ que tout ce qu'on _____ utiliser de nouveau, on _____ mettre dans les poubelles de tri. La rouge, c'_____ pour le papier et les journaux. La

Focus on Form



Mme Rabbit veut recycler la voiture.



On doit mettre les ordures dans la poubelle.



Peppa peut débarrasser la table.

Fill-in story

Mme Rabbit _____ de recycler les _____ toutes rouillés. La famille trie _____ qu'on apportées à la _____. Mme Rabbit veut _____ Papa Pig parce qu'elle veut _____ !

You can add in transition words too!

Around the Room Story with Jumbled Words

débarrasser

table

la

maman

peppa

aide

à



Peardeck or Kahoot or Flippity (for Remote Learning)

Around the Room Story with Key Words

Papa Pig

contenu

vidé

poubelle

annonce



Tell the story (Written or Oral)





Act it out! Write a song!



In a group, act out the “Le recyclage” episode.

Write your own song to explain how to recycle.

What happens next?



It's the next morning and Peppa and her family are eating breakfast. What do you think happens next?

What happens to all the things that Peppa and her family bring to the recycling center?
(Unit progression)

How can YOU add
cartoons into your
thematic units?

*Please contact me with questions,
comments, suggestions*

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Questions??

Resources can be found on
my website. You can use this
QR code & look under the
“Documents” tab.

