

Mark Day School

January 30, 2015

Workshop Content

Have students find each other with different animal cards. Make sure they are not saying "who has the...." Opportunity to teach "who" in target language, etc. All that extra stuff that happens in English should be said in target language.

who has the cat? who is the cat? stop English, chant in target language

kids have to feel successful in language: not what you said,did, but what they felt = attitude

Teach a hand gesture for "I don't understand.". (Timeout sign, hand over head....anything else?)

GOALS

Demonstrate proficiency and enjoy the language.

It's more important for students to generate language than anything else.

Making small mistakes shouldn't become large issues, as this can limit language production. Writing is a different issue, but the main idea is to promote language expression for meaning more than anything else.

Instruction heavy on grammar instruction doesn't necessarily teach proficiency.
[Model provided = 40-45 min instruction daily, but this workshop addresses a variety of levels of instruction per week.]

Teaching for Proficiency: Silver Bullet-- Comprehensible Input

-Reading and or **Listening**

-Message must be understandable

-100% comprehensible

-Listening will lead to speaking

-Don't force the writing FOR WHAT THEY HAVE YET TO HEAR OR SAY

-More talking isn't necessarily the answer

make sure that the amt of time I am teaching provides enough **repetitive

funny

personal- themselves

cultural

Repetitive

engaging- telling a story : Makes students really interested in what is being stated in target lang [authentic]

weird/strange

new learning

compelling

TEACHING FOR FLUENCY:

using imagery to teach language -- drawing pictures to represent concepts

C.I.= takes 60-120 Repetitions for target language to stick

Be careful to evaluate if an activity is actually output and not input...You need to give enough input so student can produce the language.

Teach your kids to be repetitive - say the word three times, for example or taking the structure of language and then make a change-name of something, or color of something doesn't have to be a big thing...let them repeat stories over and over so they can practice using the vocabulary and speaking

13 ways to make your CI more compelling [compelling = less reps needed]:

1) **Word Choice** - has, went, to, there, was, blood, teeth, lives, eats, had, goes, wanted, wants, goes, gives, sick, says, is...

-Eliminate curriculum about weather and days of the week- they don't need it and there isn't time to cover it. word choice should be related to activities that students actually want to talk about. (i.e. no one says "I sneezed." but you might want to talk about what you ate, or who you saw or talked to.
Focus on high frequency words.

***word choice needs to be relevant to real life--

-Leslie has a list of the top 400 words for Spanish.

-Frequency Dictionary Spanish - Amazon.com (also available in French and Mandarin)

** You could play with using this kind of info in a story/ in context of relating something funny, etc. to just ease it into language consciousness...without making it a point of taking time to teach it.

***Frequency dictionary Spanish by Mark Davies- [Book Recommendation](#)

2) **Visuals** Put high frequency words up with visuals. Students can create the picture lists themselves.

Make color flashcards and put them around the room. Take pictures of your own kids doing the activities to illustrate flashcards.

Visuals-- Having students illustrate their own vocabulary lists [Leslie teaches the words]

Making your own flash cards to use in class - these are great if you use your iphone and take pict's using the images for storytelling

Also, beware about confusing students with people's names. A name in target language can sound like any other word. (i.e. "Juanito cuando baila..." and student asks "what is a Juanito?)

3) **Questions**

Makes CI more compelling.

Adam Levine went to SF in July to see a Spanish teacher - then ask as many questions you can-- when, where, why, who,

Post question words in relevant places around the room, e.g. "when?" near calendar.

Questions - a way to make the CI more compelling

using image cards - phrase/word clue provided - match up with another image card to create the narrative/story

Put picture up of celebrity along with pictures of different destinations. In between put the written structure that you are trying to practice.

Adam Levine went to San Francisco.

Then ask questions about when, where why, who did he go to see, how did he get there etc. use negatives. Any new words can go up on the board as well.

Basic **circling** of the target structure (in our example "wants")

yes/either/or/

Circling is easiest with verbs. Focus on only one or two nouns to make circling easier. Always easiest in the context of a story.

For advanced learners give them a job to prevent boredom such as

-counting repetitions

-draw the story as it goes

-guided drawing

 -draw the kiosk (or whatever you are talking about)

 -draw the gum, draw the newspaper, draw the

people, etc.

This can be used when you need an activity shift as well.

Put a poster with the question words up for yourself to help you remember what questions to circle with. Make the target language font big and the translation small.

4) Use **Props**

PROPs: dog toys, kids toys need lots of em. Stuffed animals work well when student is supposed to be an animal.

5) **Story**

"whoever tells the best story wins" - story that can transport students emotionally. Telling it in context/holistically

Stories that come from students are effective.

*cultural scenarios can enrich their learning

Make your gestures obvious and translate as well to avoid confusion. Make sure student actors do the gestures every time.

with cognates, make the connection clear (even if it seems obvious to you).

Have a camera handy at all times, even a student photographer.

Have an advanced student be the voice of one of the student actors. Also, teacher can manipulate student actors, making them move.

Use one story for more than one class, and you can recycle old stories.

Next, have students draw the story. Narrate the story while they draw, and walk around checking one on one, asking questions with repetitions about key structures.

7 ingredients to success: cool words; music/sound effects, video; dialogue (voz de...); culture; personal connection; props; movement; high quality images (or not)

6) **Avoid isolating vocabulary** - words have purpose so keep the contextual usage in mind.

Bingo games could work if at the end a story is created.

7) Movie Talk

Movie Talk Example on Pinterest:

<http://www.pinterest.com/pin/281193570457171950/>

video star for ipads

8) Technology

**Look up: video star app - to create your own music video star - make sure the lyrics are accurate and there's an understanding of the songs - use good word choices

Listening to music/lyrics and reading along is double CI

Creating song lyrics is output

Favoritas para el colegio-- good website w/songs

Movie talk: watch a clip...ask questions...what is he doing? what is she doing?
ask details...go slow enough for students to be able to figure out what's
happening and express it in the target language. You can have students hold up
cards as the film is going on - so they're telling the story along w/animation.

Use technology to:

1. Provide additional CI - quality
2. Create and Connect
3. Advocacy - showing up for your kids/ showing the world what they can do.

9) Let them Create

For 4th - HS

PPT - presentations of stories typed out w/underlined repeated phrases used in different context - using iphone pics / as a collaborate doc -
students can get on the google docs and make changes to the stories --adding funny stuff

--using visuals to aid in live action storytelling--a few frames at a time.

Give out cards- kids make illustrated cards [I need a "book, "
-they pick what they want to illustrate] for telling their own stories-- Purple cards are nouns and Yellow cards are verbs

10) Global Connection

*Leslie's story words: come, va, da - Example shows a student using questions from daily routine story telling questions. another example--8 squares - illustrated story - labeled w/ordinal numbers- teacher calls out #s and next square must be illustrated [to manage time in class used for activity]. ipad

back-channeling google collaborative docs or twitter or more

Marking how many times words are heard during class

Having students type up the stories told-- create close activities - filling in missing info

Have student sing in target language to go to the bathroom. What tunes? Sr. wooly on YouTube ¿Puedo ir al baño?

Goal for students: like the language and demonstrate proficiency.

Q: what are the specific "levels of proficiency"?

Don't obsess over gender, e.g. "un chica."

the ability to USE language is what's important.

Test for fluency, not necessarily for accuracy....Meaning is what's important. Teach for proficiency!

"Don't spend time on stuff that doesn't have to do with meaning"

Have students retell a story to practice fluency.

Silver bullet for teaching proficiency: comprehensible input!

what is CI? Reading or listening; message must be understandable; 100% comprehensible; listening will lead to speaking; don't force writing; more talking is not necessarily the answer.

CI Needs to be repetitive, funny, personal, cultural, repetitive, engaging, weird or strange, new learning, compelling. When kids really want to know what you're saying, they are engaged.

Your class activities:

How many reps does it take? 60-120

Pull out key structures from well-known storybooks and have students re-create or change the story using these key structures. If you're concerned that your students have just memorized the story, change the endings or other parts of the story (or have students do so).

Have students tally how many times you repeat the key structures.

Skip days of the week and weather terms. It's a waste of time and not consistent with World Language Standards. Teach what students care about and will communicate about (e.g. ice cream v. the days of the week).

Give authentic souvenirs as gifts or prizes (from other countries). Give elementary students nametags from conferences: they love it!

Listening leads to speaking. Does reading? Reading leads to better writing...

More speaking DOES NOT lead to better speaking...
output is assessment...

LESLIE WILL PUT TOP 400 SPANISH WORDS ON HER WEBSITE

FREQUENCY SPANISH DICTIONARY

Make flashcards with pix of students doing the activity.

Questions: Put up visual with options for what character did or where they went. This is opportunity to use all interrogative terms (who, what, where, why, when?)

Basic Circling: Yes/no, either/or, question word, question word all circle around target structure.

Management idea for quieting the peanut gallery: switch the activity to a writing or drawing activity in which teacher can still use repetitions and circling while students work quietly. Differentiation technique during circling: Ask one child a yes/no or what Q, while another is asked a more complicate question such as why?

Songs can provide double input, when students read lyrics while they are listening. Always backplan to make sure lyrics will be comprehensible. Use Favoritas para el Colegio or Chinese Mandarin Pop on Spotify.

Amaral: Estrella de Mar

on Leslie' website there is a list of 37 ways to use songs.

Movie Talk means showing an image that teacher talks through, stopping it frequently to circle around key structures. Valentine's Day Google Doodle, for example. Students can hold up cards with key structures as they watch.

Pinterest teacher has page of silent movies. Also, Simon's Cat videos are silent.

Use technology to Provide additional CI; create and connect; advocacy-get the word out about what your kids are doing!

Resources

Backchanneling is one conversation happens in one place and another in a different location. Today's Meet is an app that does this.

Google Presentations, if you take pix with iphone, uses icloud to automatically upload.

ways to have them be authentic with the language: make imovies, use picture cards to put in order and create their own stories. At the start of class, have best artistics create visuals you need for that class.

videos

<http://www.mamemi.com/es/cuentos-modernos-15/>

<https://www.youtube.com/watch?v=5sAoB8Hu1s>

<https://www.youtube.com/watch?v=cZGghmwUcbQ>

Have students (even 3rd G) make movies with Imovie. Put on Youtube channel and send to parents.

The following items are from the sticky notes activity at the end of the seminar where we each wrote about, “something I cannot wait to implement with my kids in the classroom.”

- Do the google doc CI sharing
- I am going to make a story using props & use students as characters
- Give students options and choices during the storytelling
- Making up a great story!!
- Circle activity
- I will laminate papers with drawings and create stories!
- I am going to use my phone's camera to take pictures of my students and create visuals.
- Repeat more. Evolve with storytelling and involve the kids (as props). Use Movie Talk
- I will bring food props - everyone likes food!
- I will use structures of a song in a story and then use the song after I have taught it as a story.
- Targeting words/structures that are more useful, relevant, etc.
- I want to introduce a TPRS activity using illustrations and props.
- Use a storyline learned in our small group. Create cloze of story we told last week.
- Do more circling. Make sure I teach 1 or 2, 3 more verbs, words from the h/f list.
- Remember to repeat, repeat, repeat! Está enfermo, enfermo, enfermo...
- Have kids act out things, not just characters.
- Use and learn about Movie Talk, online forms?/forums?

- Use students to take the part of inanimate objects in the story (be the house, be the hospital, the backpack, etc).

Get Connected

#langchat

@lesliedavison

Estela Roldan: Spanish Teacher JK-G5- Independent School- Trinity, Menlo Park
eroldan@trinity-mp.org

Mina Marmol: primary division 1st thru 3rd grade Spanish teacher @ Harker School, San Jose, CA
mina.marmol@harker.org

Kim Hawkins aka Maestra Kim, K-8 Spanish at Santa Rosa Charter School in Santa Rosa
maestrakim@hotmail.com

Laurie Rubin, K-5 Spanish teacher at Bodega Bay School, Bodega Bay, CA
laurie.rubin@shorelineunified.org

Song:

“Toro me perdonas” de la película, “El libro de la vida”

<https://www.youtube.com/watch?v=L3mA3b52DTk>

(from tcaton@markdayschool.org)