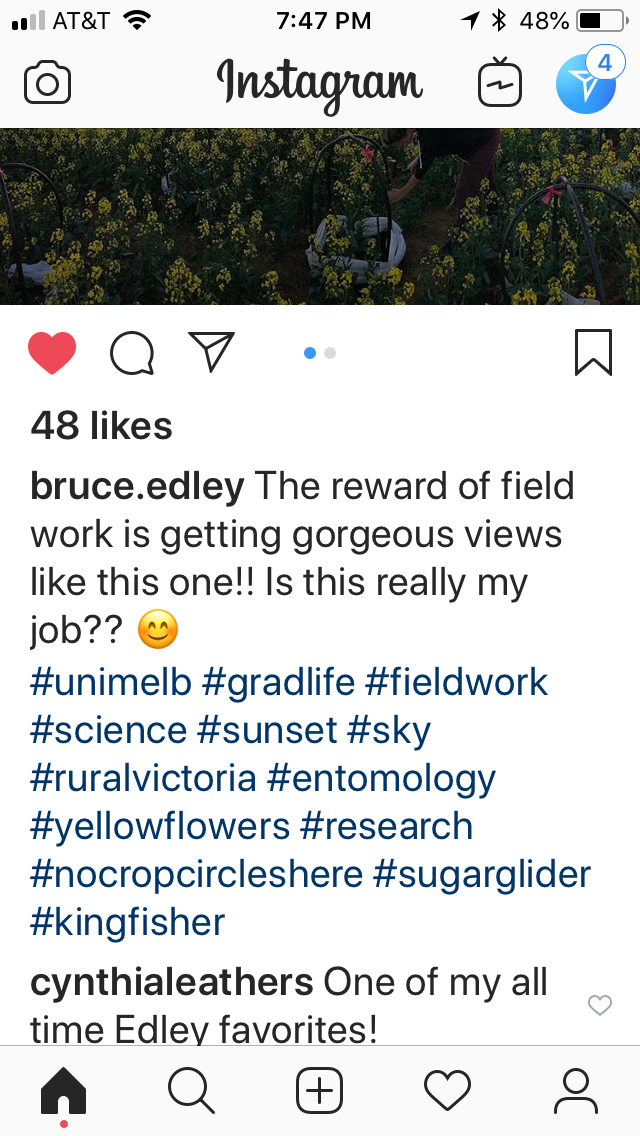
COACH FOREIGN LANGUAGE PROJECT

MARCH 9, 2019

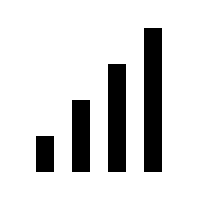
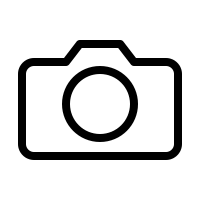
**WHAT’S OLD IS NEW AGAIN:**

**WRITING AND SPEAKING ACTIVITIES FOR LOWER LEVELS**

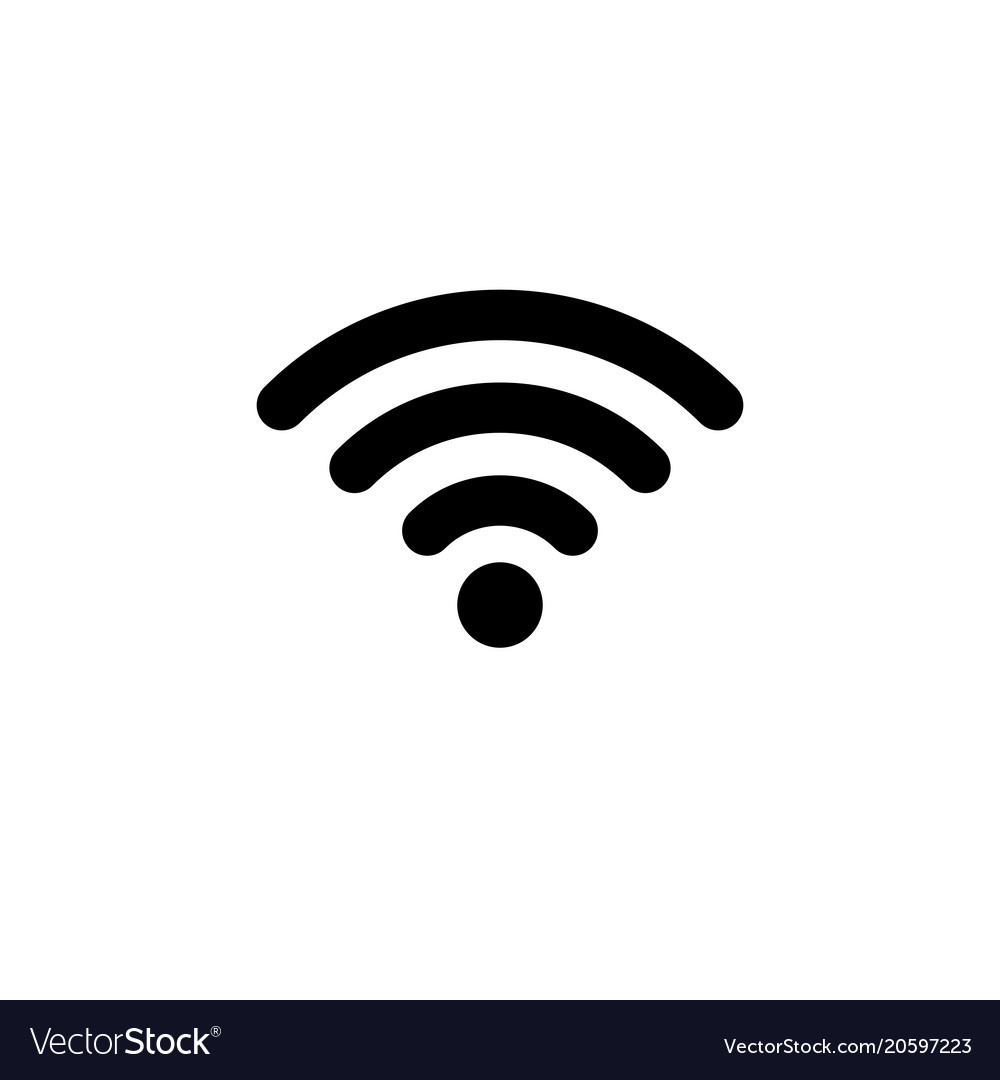
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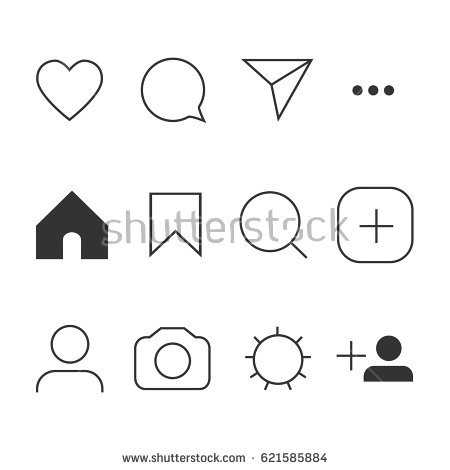
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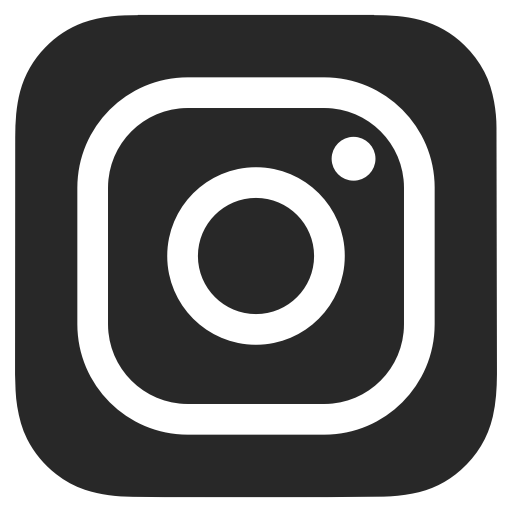
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Foto del perfil

12 Me gusta



**Presented by**

**Gennan Carabajal**

**Cynthia Leathers**

**DOMINO!**

**PQA WITH A TWIST**

**Domino!** This is a great way to ensure that students are listening to each other. The first time Domino is played in class, it is recommended that you draw dominos on the board and remind students how this game is played. A player matches either number on the domino tile. In this Domino game, students match ideas instead of numbers, kind of like a conversation chain.

Domino Chat Time works well with questions where students can list several answers. For instance, tell 3 things you did yesterday afternoon. The first student answers and everyone listens: “I played soccer, ate a sandwich and did my homework”. Those who can match one of the activities given can volunteer to be next. A student is chosen and answers: “I *also* ate a sandwich, and I went to my friend’s house and I watched a movie.” The next volunteer has to have a match with one of three activities given by the second student. Students really like this “game” and will really stay tuned throughout the chat activity. Sometimes the domino line can become blocked and no one can match. If this happens, just let a student start it over.

Good questions for Domino include:

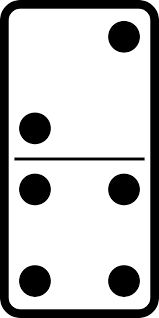
1. What did you do this weekend. Tell us about three activities.

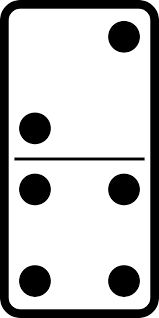
2. What are your three favorite foods?

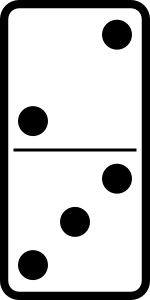
3. What countries do you hope to visit in the future? Share your top three travel destinations.

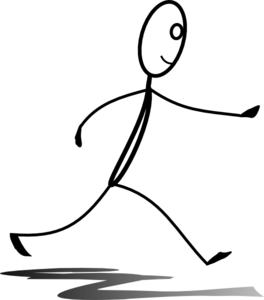
4. What are your three favorite TV shows?

5. Which three universities would you like to attend?







**Running Dictation**

*This reading activity not only requires fast, physical response, it also requires collaboration, a good memory and communication among partners. Jason Fritze of TPR Storytelling fame is the creator of Running Dictation and it is as creative and fun as he is! Try it!*

*This activity reinforces text from a story. It is even more fun with some upbeat music accompanying the action.*

**Materials:** Butcher paper, regular paper and pen/pencil. Plan the activity so it won’t disturb other classes too much (okay, maybe you should disturb them a little so they can see how much fun your students are having READING!!).

1. Write or type each of the plot points on strips of paper. The text should be easy to read (size 36 or larger if you type it)

2. Tape the strips to a wall in your classroom or in the hallway, scattered and out of order. You can put the strips out in the hall, on a tree or a nearby wall.

3. Arrange students in pairs or groups.

4. Make sure that all phones and cameras are put away!

5. Clear the path to the door so no one trips.

6. Have each group/pair fold their paper into four squares (or as many parts of the story as you have posted. Number each square 1-4.

7. One student is the runner and one student is the secretary. Halfway through the activity (approximately 2 minutes) you will call out a command in the target language to change roles. “¡Cambien ahora! La persona que escribe, corre y la persona que corre, escribe!” With groups, you can make multiple changes so everyone gets a chance to run and write.

8. The teacher gives a signal to start. The runners all run outside and read the first strip. Each one has to memorize as much text as possible, run back and repeat it to the secretary partner. The secretary records each plot point and asks for clarification if the words don’t seem quite right. The runner returns to the outside strips and repeats the process.

9. The secretary records each plot point, asking for clarification on spelling. If the runner forgets what s/he read or isn’t sure of spelling, s/he must continue running back and forth between the wall and the secretary until it is correctly transcribed. Be sure to remember to call out the role switch halfway through.

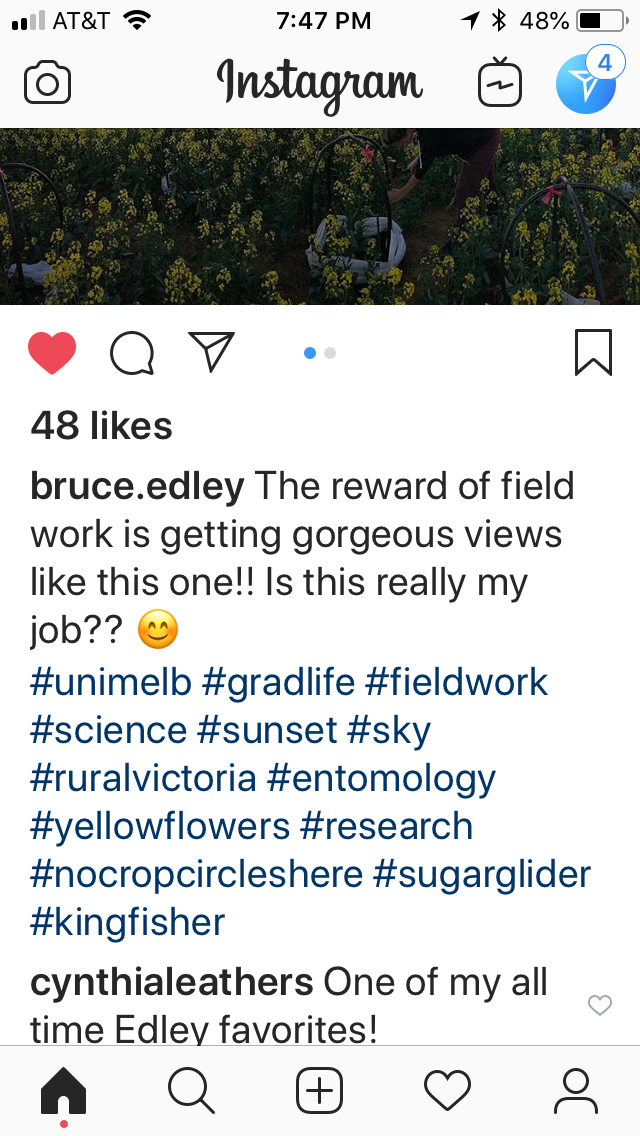
10. When all plot points have been recorded, team members put them in the correct order and present them to the teacher for approval. The first team finished wins!

\*\* You could also do the whole activity outside on a field using clipboards.

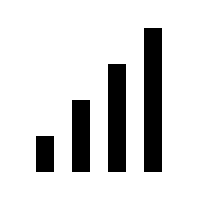
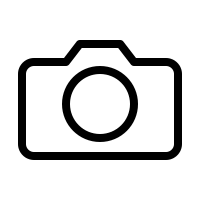
*Jason Fritze and Cynthia Leathers, 2012*

**En pocas palabras: A writing ritual with a gimmick.**

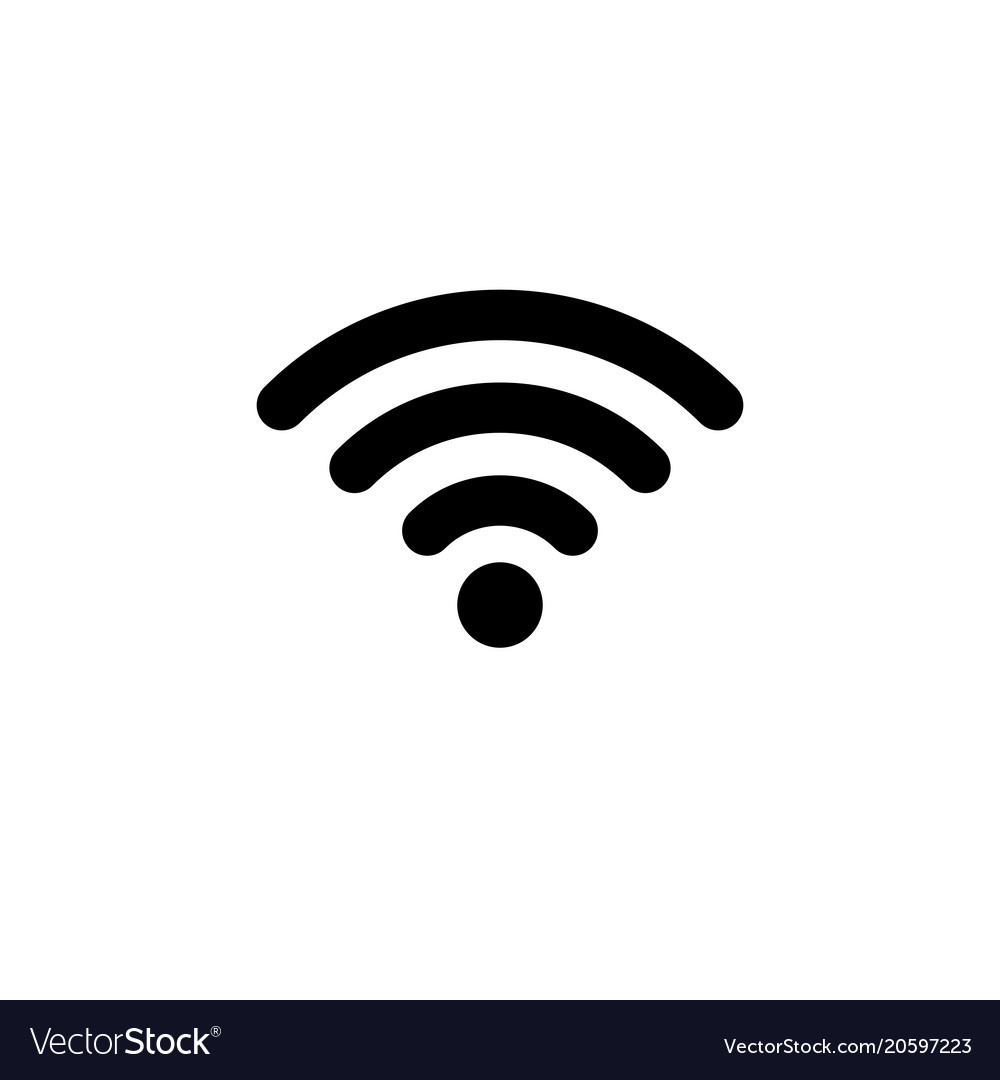
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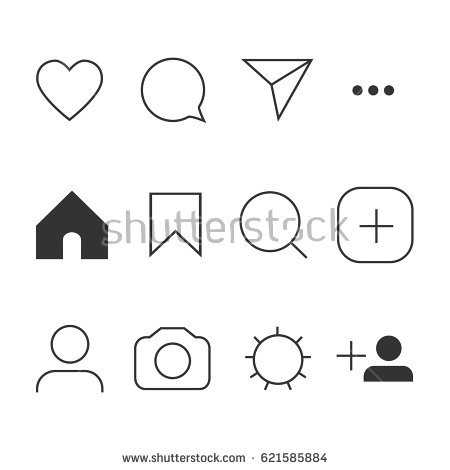
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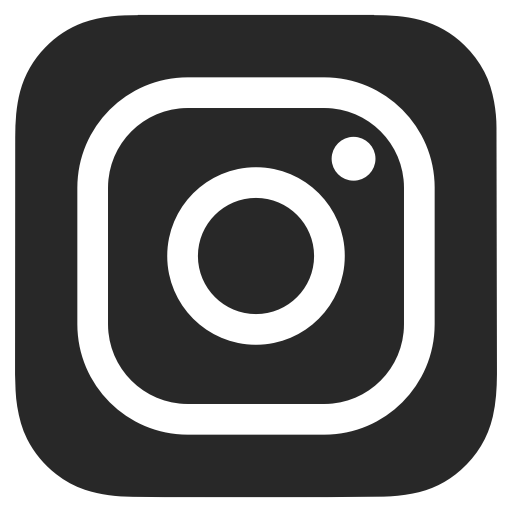
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Foto del perfil

12 Me gusta



En pocas palabras (“In a few words...”) is a writing activity that provides students with many opportunities to write in the target language. It can be used on a daily basis or whenever needed. The gimmick was inspired by Groucho Marx’s “Say the Secret Word” interview on the 1950’s television show *You Bet Your Life*.

1. Give the students a paper with places to write several entries. (See sample template that follows.) Some teachers prefer to have the students write in a composition book or spiral notebook. This certainly saves money on classroom expenses.

2. Make expectations clear using a rubric if desired. Students should be encouraged to write as much as possible each day and show off the vocabulary and concepts being studied. The instructions or rubric should communicate how the writing entries will be graded, for quantity or quality or both.

3. Allow 10 minutes or so to answer the prompt. Students should always write the date and the prompt before they begin the paragraph. This is a great way for students to personalize the curriculum. While applying the vocabulary and structures they have been acquiring, they will be forced to look up the words that they need to express their likes, dislikes, activities, family problems, hopes, fears, etc. This is the kind of language that “sticks!” Students who surf learn words like waves and surfboard, students who play a sport learn words like tournament and score and students who babysit will learn how to talk about that.

4. The gimmick is the “Secret Word.” Like Groucho Marx, the teacher chooses a word or phrase ahead of time. After the students have finished their daily entry, the word/phrase is revealed. Each student who used that word correctly gets a bonus point or piece of candy.

5. It is helpful to require students to develop their own personal glossaries: an organized list of words they frequently need but which aren’t found in the textbook. This is a place to record the personal vocabulary students pick up (see #3 above).

6. This type of writing assignment is a perfect follow-up to chat time, a movie, a discussion and many other class activities. It can serve as independent practice for many lessons. It is a great warm-up and can also serve as a perfect closure activity.

*Cynthia Leathers, The Language Teacher’s Handbook*



La palabra secreta

**EN POCAS PALABRAS**

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*Cynthia Leathers, The Language Teacher’s Handbook*



The secret word is…

**Just a few words, please…**

**# \_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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*Cynthia Leathers, 2019*

**CONVERSATION CAROUSEL**.

Conversation Carousel is a communicative alternative to the traditional “in-class presentation” and teacher-student oral assessment. Rather than have each student present a memorized monologue in front of the class or individually to the teacher which often takes days of teaching time and allows each student only one opportunity to speak, this format requires all students to repeatedly share their material with many partners, practicing and improving it as they go along. This encourages every student to engage in a meaningful dialogue about personally relevant subjects and permits the teacher to assess their oral fluency while they’re involved in one-on-one conversations with peers.

In addition to providing a very meaningful assessment format, this activity is extremely social and adaptable and be can be used to review information, ask survey questions, or carry on conversations. The strength of the carousel is that students work with and learn from many other students. It also gets them into a new room arrangement and some of them get to move around the room. Encourage students to call each other by name and use social courtesies. (Hi, how are you? Thank you for your ideas. See you next time, etc.) Teachers who are familiar with “Inner-Outer Circles” activities will recognize Conversation Carousel as a seated version of the same. The carousel works better when students need to present posters or visuals or make notes about their partners’ information.

When using conversation carousel as an assessment, be sure to use the same format for practice activities prior to the final assessment day.

To practice the focus material with many partners 15-50 minutes, depending on topic and purpose of activity

Arrange desks in pairs with two desks facing each other. If possible arrange these pairs in a circle, or you can just use the normal room arrangement and have students pair off facing each other within that arrangement.

This activity works best when students have something in hand to talk about. It's a great way to share/present culminating projects or Cultural Participation and Research projects. The teacher needs a timer with a loud bell.

Students will be more focused and motivated if they clearly understand how they will be graded or receive points for this activity. Teachers who keep track of participation points on a seating chart will want to circulate, listening to students and marking down points. Another method is to give each student so many colored cards. If they are off task during the activity the teacher merely pulls a card and the student receives one less point than the points possible. Filming the activity, especially if it is an assessment, will definitely keep the students focused.

**Desks/tables:** Teach the students how to move the desks into the type of carousel you use. Ideally, there would be an inner circle and an outer circle of desks, each pair of desks facing each other. Most classrooms are not large enough to allow this arrangement and require a snake of paired desks.

**Instructions:**

1. Students pair off and move desks so that two desks are facing each other. You might allow them to pick their own first partners--they will change many times anyway. 2. Each student should have a card/object/photo to talk about or a note-taking grid. 3. Explain the purpose of the assignment and the specific directions you want followed as well as the accountability system. Tell them how much time they will have with each partner (1-5 minutes).

4. It is extremely important to **clearly explain the system of rotation**. Usually one side moves and the other side stays put. The teacher can count of the paired desks and show how a student moves from one to the other. Stationary partners should be prepared to guide each partner to the next spot. Skipping this step will lead to a chaotic carousel!

5. Set the timer and the students begin to talk to their partners. Teacher circulates the room taking notes or filming. 6. When time is up, the students facing one direction move one seat over and students do another round with the next partner. Continue in this fashion until students have worked with many partners.

7. If there is time, it can be fun to ask all students to jump up and complete the last rotation with the person of their choice.

**Closure:** Students will have learned a lot through this activity and will be able to write a lot if given a writing assignment at the end. If a grid is used to fill in information, it becomes the perfect pre-writing note sheet. (See the “Hey, how’s it going?” activity on the next page). Students are often very excited at the end of this activity and want to talk about it. Comments like “I didn’t know I could speak Spanish for that long!” and “I actually learned more French from talking to people during this test!” are very common at the end of a Conversation Carousel.

**Evaluation**: For simple guided-practice activities the teacher may just give a classwork grade of so many points or simply add participation points to the system in place. For assessment projects like MyFacebook.com, the teacher will collect the rubrics and projects and grade them later. Video really helps in this process and some teachers ask an assistant or colleague to do the filming for them for at least part of the activity.

The Conversation Carousel often offers many pleasant surprises. Students are very focused on the conversations and tend to stay in the target language more than in most classroom activities. Students who have never had the chance to converse with each other will make new connections. Planning a conversation carousel early in the term will help build classroom culture.

*Cynthia Leathers, The Language Teacher’s Handbook* **Notes – Notes - Notes -Notes**

