



**Teacher Program at the University of Washington presents...**

**The State Eight:  
Our chance to Shine with TPEP and World Languages!  
July 19, 2017 1-4 pm | Denny Hall 2017**

**Presented by Lynn Johnston, French/Spanish Teacher in Edmonds, WA**

**Outcomes:** We will discuss the eight criteria in the Washington Teacher Evaluation process. Ideas, activities, and projects will be presented for each of the eight criteria. Critical attributes for each of the criteria will be discussed and examples of how to move from a 3 (proficient) to a 4 (distinguished) will be provided. ([TPEP Criteria and Definitions](#))

The workshop is presented by **Lynn Johnston**, Foreign Language Department Chair in Edmonds School District where she currently teaches French and Spanish at Alderwood Middle School. She was a participant in the Western Initiative for Language Leadership (2008 cohort). Her action research project included the impact of independent reading and websurfing on second language acquisition. She is currently a board member of the Washington Association for Language Teaching (WAFLT) and has presented workshops at a number of WAFLT conferences (Wenatchee 2007, Vancouver 2008, Idaho 2009, Ellensburg 2012, Vancouver 2012, Yakima 2013). Her presentation was chosen as "Best of the Pacific Northwest" by the PNCFL (Pacific NW Council for Languages) to represent the Pacific Northwest at ACTFL 2012. She also presented at ACTFL in 1996 and again in 2014. She received the Inspirational Leadership award from the Washington Association for Language Teachers for 2013, WAFLT 2014 Creative Innovation award, and Montana Keynote 2015.

**Thanks to our cosponsor:**



<http://depts.washington.edu/startalk> 7/2017

# The State Eight Teacher Evaluation Criteria

<http://tpep-wa.org/the-model/criteria-and-definitions/> accessed 7/13/2015

1. Centering instruction on high expectations for student achievement.
2. Demonstrating effective teaching practices.
3. Recognizing individual student learning needs and developing strategies to address those needs.
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment.
6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating and collaborating with parents and the school community.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

## **TPEP for World Language Teachers**

Lynn Johnston

[Johnstonl@edmonds.wednet.edu](mailto:Johnstonl@edmonds.wednet.edu)

### **1. Centering instruction on high expectations for student achievement.**

Progress toward proficiency

Posting and Reflecting on Objectives

Students serving as resources for one another

All intellectually engaged (gestures, sit up, eye contact)

Use interactions for %100 engagement

Recognizing efforts of classmates-compliments

What do you do when you're done?

### **2. Demonstrating effective teaching practices**

Teacher uses higher level thinking questions. Students ask higher level questions and initiate discussion with classmates.

Interactive Notebooks

Model metacognition, making thinking visible

Compare/contrast, note making, summarizing

Essential Questions, thematic units, authentic texts

Assessment of lesson effectiveness

### **3. Recognizing individual student learning needs and developing strategies to address those needs.**

Not always observable- Discuss in pre or post conference

Gather evidence from sub folders, IEPs, skyward, other teachers,

Interest surveys, interactive notebooks

Personalization, The Greeting, Q and A

Formative assessment—growth data for subgroups

Differentiation

Student choice-choice boards, menu, Learning stations

Help list of professionals, Study club

Passion Projects?

**4. Providing clear and intentional focus on subject matter content and curriculum.**

Relate to other disciplines: Common core, Connections and Comparisons, use graphs, math, geography, writing process, reading strategies, root words, high frequency words, academic vocabulary  
Text sets - Informational, text complexity  
Authentic Texts, Authentic tasks  
Autonomous acquisition activities  
List of Resources, internet, classroom library, Join list serves, Youtube, Professional organizations

**5. Fostering and managing a safe, positive learning environment.**

Classroom routines and procedures  
Students taking initiative (greeting, Q&A)  
Grouping, Partner maps, index cards  
Managing Transitions  
Clipboard stroll, proximity  
Bounce cards  
SIOP strategies

**6. Using multiple student data elements to modify instruction and improve student learning.**

Formative assessment list  
Self-assessment/ Reflections  
Rubrics  
Self-check activities  
Student work samples  
Student growth portfolios  
Integrated Performance Assessments

**7. Communicating and collaborating with parent and the school community.**

Not always observable - Need to document

Mon letters, planners, class calendar, websites, online grading and reporting like Skyward

Students develop materials to inform parents

Cultural differences

Persuasive, Expository posters for registration & National World Language Week

Events like Barnes and Noble night, Talent show

**8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**

School: Talent show, committees, Dept. heads, Tech 1:1, O book groups, PTA

District: District Initiatives, Textbook adoption committees, workshops, PLC's

State: WAFLT, AAT's, Chair conferences, write articles, volunteer

National: PNCFL, ACTFL, AATS, Language Educator, Learning Networks(#Langchat) #tellcollab

Team student growth, Need Leadership Role!

Describe it using only words. Try to think of the ten most important words to describe it. There can be spelling errors and wrong words like a kid would make.

Describe it using sentences with details (5 W's). Explain your opinion with "because" and "but." Ask a question.

Describe it using simple phrases (3 words or less) and lists. There can be spelling errors and awkward wording like "Me like."

Describe it using detailed sentences in a simple paragraph. Start with a topic sentence. Combine some sentences with "even though" and "however."

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Use "and" and "with."

Describe it using paragraphs with detailed sentences. Include a story about an experience you had (last year, I went, etc). Also include ordinal words like "first" "last" and "then."

**Critical and Creative Thinking**  
**Questioning Strategies and Products using Bloom's Taxonomy**  
**Lower-level Thinking Skills**

<b>Knowledge (know and aware)</b>	<b>Comprehension (understand)</b>	<b>Application (use, transfer)</b>
<u><b>Key words</b></u> <ul style="list-style-type: none"> <li>• know</li> <li>• recall</li> <li>• name</li> <li>• select</li> <li>• tell</li> <li>• match</li> <li>• state</li> <li>• recite</li> <li>• memorize</li> <li>• identify</li> <li>• list</li> <li>• label</li> <li>• choose</li> <li>• define</li> <li>• recognize</li> </ul>	<u><b>Key words</b></u> <ul style="list-style-type: none"> <li>• summarize</li> <li>• define</li> <li>• restate</li> <li>• rewrite</li> <li>• translate</li> <li>• describe</li> <li>• discuss</li> <li>• estimate</li> <li>• illustrate</li> <li>• give examples</li> <li>• extrapolate</li> <li>• edit</li> <li>• use</li> </ul>	<u><b>Key words</b></u> <ul style="list-style-type: none"> <li>• apply</li> <li>• construct</li> <li>• plan</li> <li>• utilize</li> <li>• interview</li> <li>• model</li> <li>• develop</li> <li>• organize</li> <li>• construct</li> <li>• role-play</li> <li>• research</li> <li>• solve</li> <li>• classify</li> <li>• manipulate</li> <li>• outline</li> </ul>
<u><b>Sample questions</b></u> <ul style="list-style-type: none"> <li>• What is...?</li> <li>• Where is...?</li> <li>• How did---happen?</li> <li>• Can you recall?</li> <li>• Can you list?</li> <li>• Who is...?</li> <li>• Who were the main...?</li> <li>• Why did...?</li> <li>• How is..?</li> <li>• Can you list all the words for ..?</li> <li>• How many...?</li> </ul>	<u><b>Sample questions</b></u> <ul style="list-style-type: none"> <li>• How would you describe..?</li> <li>• Can you explain what is happening?</li> <li>• How would you summarize..?</li> <li>• What is the main idea..?</li> <li>• How would you illustrate..?</li> <li>• Where will you use....?</li> <li>• Who was main character?</li> </ul>	<u><b>Sample questions</b></u> <ul style="list-style-type: none"> <li>• How would you apply this.?</li> <li>• What examples can you find to..?</li> <li>• What is significant?</li> <li>• What questions would you ask in an interview with..?</li> <li>• How would you role-play?</li> <li>• Can you group by.?</li> <li>• How would you solve this?</li> </ul>
<u><b>Sample products</b></u> <ul style="list-style-type: none"> <li>• practice exercises</li> <li>• vocabulary/grammar quizzes</li> <li>• chart.</li> <li>• facts in isolation</li> <li>• recite a poem</li> <li>• label the cities</li> <li>• match the following...</li> <li>• Match the foods</li> </ul>	<u><b>Sample products</b></u> <ul style="list-style-type: none"> <li>• draw pictures, comic strips, graphics etc.</li> <li>• define....</li> <li>• summarize the..</li> <li>• retell the story</li> <li>• describe the ...</li> <li>• revise, edit</li> <li>• give a presentation</li> </ul>	<u><b>Sample products</b></u> <ul style="list-style-type: none"> <li>• roleplays</li> <li>• artwork</li> <li>• use map, guides, charts, menus, schedules, etc</li> <li>• make models</li> <li>• demonstrations</li> <li>• graphic organizers</li> </ul>

**Critical and Creative Thinking**  
**Questioning Strategies and Products using Bloom's Taxonomy**  
**Higher-level Thinking Skills**

<b>Analysis (examine,relate)</b>	<b>Synthesis (create, design)</b>	<b>Evaluation (judge)</b>
<p><u><b>Key words</b></u></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• relationships</li> <li>• parts to whole</li> <li>• categorize</li> <li>• connect</li> <li>• distinguish</li> <li>• infer</li> <li>• compare/contrast</li> <li>• investigate</li> <li>• diagram</li> <li>• seeing patterns</li> <li>• dissect/separate</li> <li>• examine</li> <li>• review</li> <li>• solve</li> </ul>	<p><u><b>Key words</b></u></p> <ul style="list-style-type: none"> <li>• create</li> <li>• design</li> <li>• hypothesize</li> <li>• invent</li> <li>• develop</li> <li>• compose</li> <li>• assemble</li> <li>• revise</li> <li>• compose</li> <li>• compile</li> <li>• build</li> <li>• generate</li> <li>• form</li> <li>• predict</li> </ul>	<p><u><b>Key words</b></u></p> <ul style="list-style-type: none"> <li>• judge</li> <li>• evaluate</li> <li>• critique/criticize</li> <li>• justify</li> <li>• appraise/assess</li> <li>• prioritize</li> <li>• convince</li> <li>• support</li> <li>• conclude</li> <li>• defend</li> <li>• interpret</li> <li>• give opinion</li> <li>• give viewpoint</li> <li>• recommend</li> </ul>
<p><u><b>Sample questions</b></u></p> <ul style="list-style-type: none"> <li>• What is the relationship between..?</li> <li>• What evidence can you find..?</li> <li>• How is ____ related to ____?</li> <li>• How would you distinguish between.?</li> <li>• How is this similar?</li> <li>• What was the problem with..?</li> </ul>	<p><u><b>Sample questions</b></u></p> <ul style="list-style-type: none"> <li>• What if..?</li> <li>• What might happen if you combined..?</li> <li>• How would you create a new ..?</li> <li>• What solutions might you suggest for..?</li> <li>• What if...?</li> <li>• What would happen if..?</li> </ul>	<p><u><b>Sample questions</b></u></p> <ul style="list-style-type: none"> <li>• How would you prioritize...?</li> <li>• What do you recommend as the solution to the issue?</li> <li>• What criteria would you use to assess?</li> <li>• What do you think about..?</li> <li>• How would you justify..?</li> <li>• Do you believe..?</li> <li>• What is your conclusion?</li> </ul>
<p><u><b>Sample products</b></u></p> <ul style="list-style-type: none"> <li>• conduct survey</li> <li>• solve the mystery.</li> <li>• analyze a work of art</li> <li>• examine a poem..</li> <li>• create a Venn diagram for ...</li> <li>• research and compare</li> <li>• examine pros/cons</li> </ul>	<p><u><b>Sample products</b></u></p> <ul style="list-style-type: none"> <li>• invent a machine</li> <li>• design an ad</li> <li>• devise a way to.</li> <li>• write a new ending for..</li> <li>• design a new CD cover for a song</li> <li>• create a lesson for..</li> </ul>	<p><u><b>Sample products</b></u></p> <ul style="list-style-type: none"> <li>• debate an issue</li> <li>• make a list of criteria to judge a..</li> <li>• write a letter advising..</li> <li>• write an editorial</li> <li>• cite sources to justify your point of view</li> <li>• rate the....</li> </ul>



## Type of question?

**I. Using your Questions Chart for Bloom's Taxonomy identify at which level each question starter might be.**

1. How would you show...?
2. Who were the main...?
3. What is the main idea?
4. How would you summarize...?
5. What approach would you use..?
6. What facts would you select to show...?
7. What conclusions can you draw..?
8. What ideas justify...?
9. How would you test for...?
10. Can you propose an alternative....?

**II. You have chosen the family tree exercise and graphic in your book for class discussion today, but you want to ask some more questions. Create a/an**

1. evaluation question
2. synthesis question
3. application question
4. analysis question
5. comprehension question
6. knowledge question

# Question Starters

## Type of question

**Recall:**

who, what, list, repeat, identify, name, when, define

**Analysis:**

summarize, categorize, divide, separate

**Comparison:**

differentiate, compare, contrast

**Inference:**

predict, conclude, what if, anticipate, infer

**Evaluation:**

judge, defend, prove, assess, evaluate

# ***THE NEW\* BLOOM'S TAXONOMY & FOREIGN LANGUAGE INSTRUCTION***

GOOD COMPREHENSIBLE INPUT-BASED SECOND LANGUAGE TEACHING USES ALL OF THESE LEVELS OF THINKING

*We can encourage students to think at high levels even in beginning courses.*

Level of Thinking	Key Question / Verb Examples	Examples of Comprehensible Input-Based Activities
<p><b>1. REMEMBER</b> <i>(lowest level)</i> <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i></p>	<p>Can the student recall or <u>remember</u> the information?</p> <p>arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state</p>	<p>*Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English</p>
<p><b>2. UNDERSTAND</b> <i>Constructing meaning from oral, written, and graphic messages.</i></p>	<p>Can the student <u>explain</u> ideas or concepts?</p> <p>classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate</p>	<p>*Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story *Translate text aloud to English</p>
<p><b>3. APPLY</b> <i>Carrying out or using a procedure.</i></p>	<p>Can the student <u>use</u> the information in a new way?</p> <p>apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use</p>	<p>*Act out novel commands *Rewrite a story from a different point of view (POV) *Act out a story *Draw a story</p>
<p><b>4. ANALYZE</b> <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i></p>	<p>Can the student <u>distinguish between</u> the different parts?</p> <p>analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test</p>	<p>*Answer <u>why</u> or <u>open-ended</u> questions (when answer is indirectly stated or implied in a story) * Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)</p>
<p><b>5. EVALUATE</b> <i>Making judgments based on criteria and standards.</i></p>	<p>Can the student <u>justify</u> a stand or decision?</p> <p>argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value</p>	<p>*Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences</p>
<p><b>6. DESIGN</b> <i>(highest level)</i> <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i></p>	<p>Can the student <u>create</u> a new product or point of view?</p> <p>assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write</p>	<p>*Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details &amp;/or characters that were not in the original</p>

\* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.



## Personal Inventory (Side 2)

Please answer as many of the following questions as you feel comfortable.

11. Tell me about the worst thing that has ever happened to you.

12. Tell me about your most embarrassing moment.

13. If you could change one thing about yourself, what would it be?

14. If you could change one thing in life, (your situation, this class, the world, etc.), what would it be?

15. Who is your favorite...

- teacher
- actor / actress
- super hero
- politician

Is there anything else that you think I should know about you? (food allergies, religious beliefs, concerns about the class, etc.)



Choice Board 1

Create an illustrated concept book which uses one grammar concept from this unit. (minimum 8 pages)	Create/film a music video for a song in Spanish.	Translate a recipe into Spanish (must include the original English version).	Free Choice.	Write a one-page true story in Spanish. (Typed double-spaced)
Free Choice.	Write a one-page fairy tale in Spanish. (Typed double-spaced.)	“Announce” and record a community even in Spanish. (Minimum 3 minutes).	Translate a song from Spanish to English. (must include the original).	Create a game for one grammar concept from this unit. (Include the rules.)
Create a Math work sheet of story problems in Spanish. (One entire page)	Create and illustrate a concept book. Topic your choice. (Minimum 8 pages)	Free Choice.	Conduct and film or record an interview in Spanish. (Minimum 3 minutes.)	Create a comic book (at least 5 cells) in Spanish.
Create a cross-word puzzle of vocabulary words.(minimum 25 words)	Compare/contrast cultural celebrations from US culture with those of a Spanish speaking country.	Write, perform and film Spanish “love” song. (Minimum 2 minutes).	Create a travel brochure in Spanish.	Free Choice.
“Announce” (and record) three minutes of a sports event in Spanish.	Free Choice.	Illustrate some aspect of the culture of a Spanish speaking country and explain why it is significant.	List the exports/products of a Spanish speaking country and explain how they affect the culture of that country.	Create and record a commercial. (Topic/product your choice.) Convince me in 30 seconds.

Each student will choose one straight line across the board. Do each activity in the line. Free choice is either from a different line OR you may choose your own. If you choose your own **you must get pre-approval from me!**

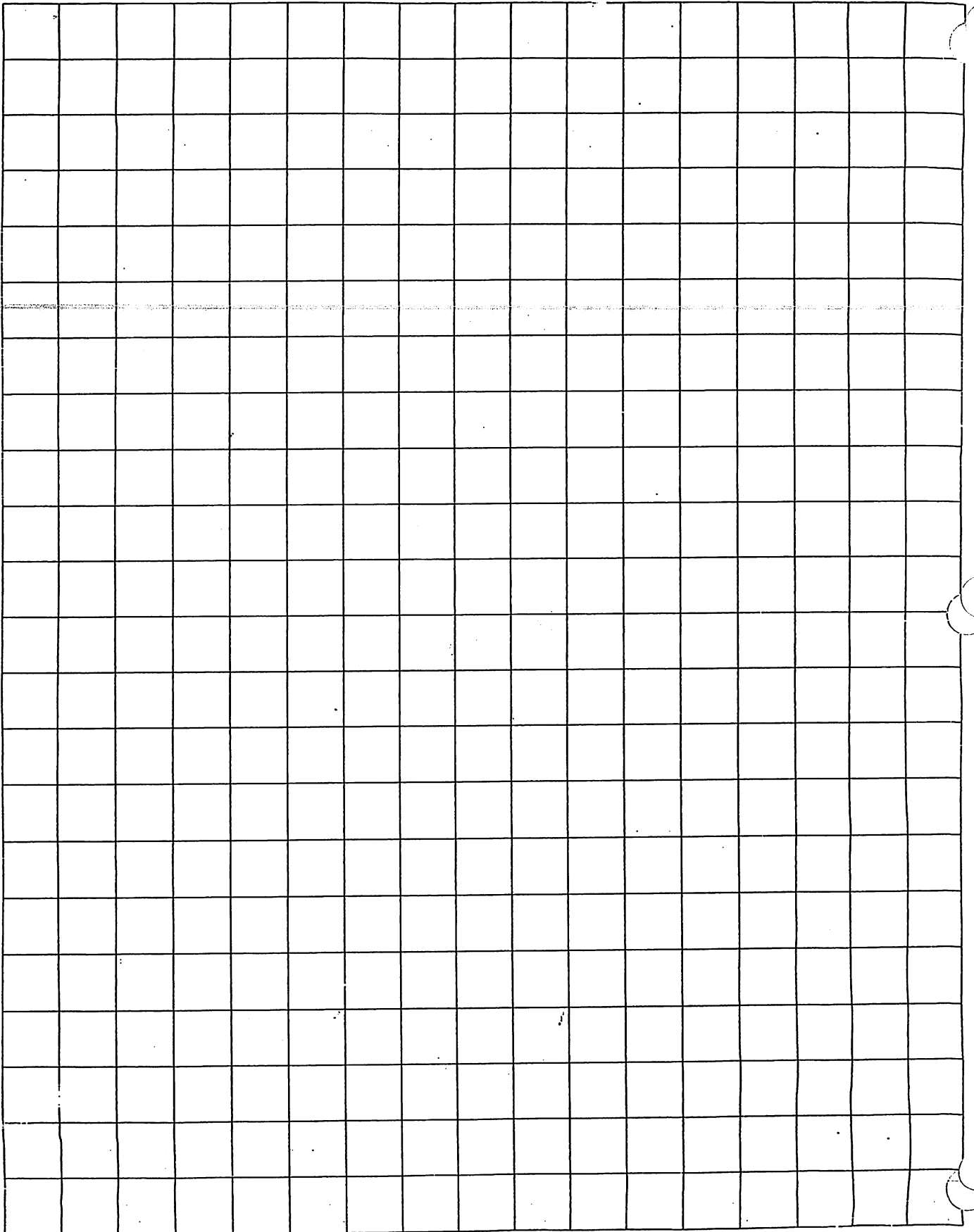
You have until the end of the semester to complete all five tasks. See the contract letter for specific due dates.

Choice Board 2

Record a five-minute biography of historically famous person from the Spanish-speaking world	Create an illustrated poster of scientific facts in Spanish	Write a three-page history report (in English) of a famous place in the Spanish-speaking world.	Free choice	Write down a recipe from a Spanish-speaking country. When is it served? What country is it from?
Free Choice	Write a recipe from a Spanish speaking country. When is it served? What country is it from? (minimum 5 sentences)	Create a poster advertizing jobs for Spanish speakers or bilingual speakers.	Write and record a travel advertisement for a historical destination in the Spanish speaking world.	Write and illustrate an original poem in Spanish.
Create poster comparing/contrasting celebrations in the US with those of one Spanish speaking country. (at least 5 from each country)	Write and record a travel advertisement for a historical destination in the Spanish –speaking world.	Free Choice	Write a recipe from a Spanish speaking country. When is it served? What country is it from?	Write a three-page paper (in English) about a famous Spanish or Latin American artist.
Write and illustrate an original poem in Spanish.	Create and illustrate a poster about a famous sports person from Latin America or Spain.	Create a game show, including rules and “prizes”.	Write a three-page paper (in English) of a famous person of the Spanish speaking world.	Free Choice
Create a game show including rules and “prizes”.	Free Choice	Record a five-minute biography of a historically famous person from the Spanish speaking world.	Create an illustrated poster about a famous Spanish or Latin American explorer.	Write and perform a “news cast” in Spanish at least three minutes in length.

Each student will choose one straight line across the board. Do each activity in the line. Free choice is either from a different line OR you may choose your own. If you choose your own **you must get pre-approval from me!**

You have until the end of the semester to complete all five tasks. Please see the choice board contract letter for specific due dates.





## The Routines

The Greeting

The Class Calendar

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The Song of the Week

The Bell Ringers

The Attention Getters

The Group and Partner Formers

The Assessment

The Closing Activities

### What's in your....?

Have students draw and label five items in their backpack from a list of vocabulary provided w/o showing anyone. Match them up with a partner and they take turns trying to guess what their partner has before their partner guesses their five items.

**VENN DIAGRAM** After that, have students report out “ in my room, in his room, in our rooms, there are....

Examples: lunch bag, bedroom, house, backpack, suitcase, shopping bag, te gusta?

### Baby Shower Game

Place several items on a tray, describe each one, walk around and show everyone . Put the tray out of sight and have the students list as many items as they can remember. After a couple of minutes have them compare their list with a partner. They score two points if they can name an item in the target language and one point if they can name it in English. Examples: backpack , suitcase, shopping bag, grocery bag

### The Class List

Students keep a class list of everyone's favorite color, hobby, food, birthday, etc. The list is used to gather data that can be graphed and discussed. Q & A

Spin off-PIE GRAPH Activities in a 24 hour day

### CONTINUUMS AND LINE-UPS

Have students line up in birthday order using only the target language. When there is more than one birthday in the same month they need to be in numerical order within that month. Time and challenge other classes, or divide class in half and race. Go down line and check for accuracy. 5 second penalty if out of order of English is spoken.

Examples: birthday line ups, alphabetical first names, I like chart, I go often charts

Spin off- BAR GRAPH results

### Who is it?

Give 5 students a strip of paper with two objects on it. They go to the front of the class w/o revealing the objects. Students take turns asking questions and recording information on the grid until all objects are revealed.

Examples: food, sports, professions, nationalities

Spin off-2 truths and a lie From story- 2 facts and a lie

## RELAYS

Divide class into teams of four or five. Dictate a list of fruits and vegetables they need to buy at the store. They take turns running to the market where they must ask for the fruit and return it to their shopping bag.

Examples: Backpack, food, clothing, colors, picnic relay, CONTINUOUS RELAYS on butcher paper-vocabulary review, timed verb conjugation sentences on board.

Spin off-Think and Run,

Check out Washington State Dairy council for Food Models at [www.eatsmart.org](http://www.eatsmart.org)

## WHO HAS??

You have to carefully create this set of cards ahead of time and make sure you get all the cards back at the end of the activity to use again successfully. Sequence a list of 30 items (or as many kids as you have in your class) making sure the last card ties back to the first card.

Pass out one card to each student. Student listens for their object to be read and stands and says "I have the \_\_\_\_\_ who has the \_\_\_\_\_?"

Time them to see how long it takes to get around back to the beginning, the next day redistribute cards so everyone gets a different object and see if they can beat their time, keep a record on the board and have a competition between classes. Have them use real objects and try without index cards

Examples: animals, body parts, class objects, foods, clothing,

## Box Game

Pair students up and have them make one grid of 25 dots. Students take turns answering a question provided by teacher. After 60 seconds the teacher provides the correct answer. If student one answers right he connects two dots, if he is wrong no line is made.

Students one passes the paper to student two who answers the next question and continues with the same process. The goal is to create a box and put your initials in it..

The student with the most boxes wins. Good activity for immediate feedback on verb conjugation or vocabulary.

## CROSS THE CIRCLE IF...

Arrange chairs into a circle. Take one chair out and have a student start standing in center of circle. Pass out different colored pieces of construction paper. Call out different colors as students with those colors have to get up and change chairs. The person in the center tries to get a chair no matter what colors are called. Person in center can also be caller.

Examples: color game, cross the circle if..., count 1-100, fruit salad

Spin off count 1-100, Pancho Carrancho, Mon Frere Pierre ARROZ Y FRIJOLES

### CONCENTRIC CIRCLES

Divide class in half. One group forms the inside circle facing out, and the other group stands on the outside facing in, so each person is facing a partner. They practice a specified conversation, which students have previously prepared on index cards, for a few seconds. On cue the outside circle rotates one person to the right and they start again with a new partner. This can also be done in a line version inside on rainy day.

Examples: greetings, hobbies, six square advanced version

Spin off- In lines, speed dating

### MIXERS

Give each student a different age. They walk around and ask each other their age and name in the target language and record it on their paper.

Examples: get acquainted, age, hobbies, places, family, find your twin

Spin off –SNOWBALL FIGHT

### SIMON SAYS

Students only follow command if it is preceded by “Simon says”. Add classroom objects along with body parts and commands.

Examples: Body parts, class objects, head shoulders knees and toes, verbs, human clock people to people (knee to nose)

SENTENCE STRIPS with commands, previous command, Brain Dance

### FOUR CORNERS

Have all students stand and gather in center of the room. Ask a question with four choices for the answer, such as which is your favorite season? Direct the students who prefer summer to move to one corner, fall another corner, winter another, and spring the remaining corner. Have them discuss why they choose the season they did and be prepared to defend their answer.

Examples: el, la, los las, ABCD type answers What do you like more: seasons, sports, foods, places or have students write questions with four choices for answers.

### FLY SWATTERS

Place picture grid on overhead or doc camera.

Divide class into two teams. Hand one person on each team a fly swatter.

Call out a name, or description of one of the pictures, students try to be the first to touch it with fly swatter. Each pair gets three chances before they hand the swatter to someone else on their team. Start with word recognition, move on to giving a sentence or clue and students say word as they touch fly swatter to screen, then have students giving words or clues.

Examples: buildings, numbers, alphabet, animals, hobbies, weather

Spin offs-Directed coloring activities, SEARCH & LIFT, creating FLIP CHARTS and books

### Walk and Talk

Match students up with a partner, give them an assigned topic to discuss, and take them on a guided walk around the school. Good for counting practice.

Examples: numbers, review, conversation practice, think- pair- share

### Around the world

Have one student stand behind the chair of another student. The two students compete to answer a question first. If the one standing answers first, he moves on to the next student.

If the one seated answers first, he gets up and moves to next student and the person who lost takes the seat.

Examples: numbers, body parts, actions

### Dice Games

Good for verb conjugation practice

### Dictations

### Information Gap

Spoons

Dot-to-Dot

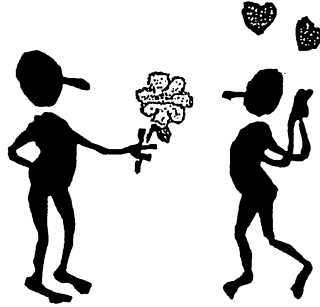
Conjugart

Jeopardy

Concentration

Tic-tac-toe



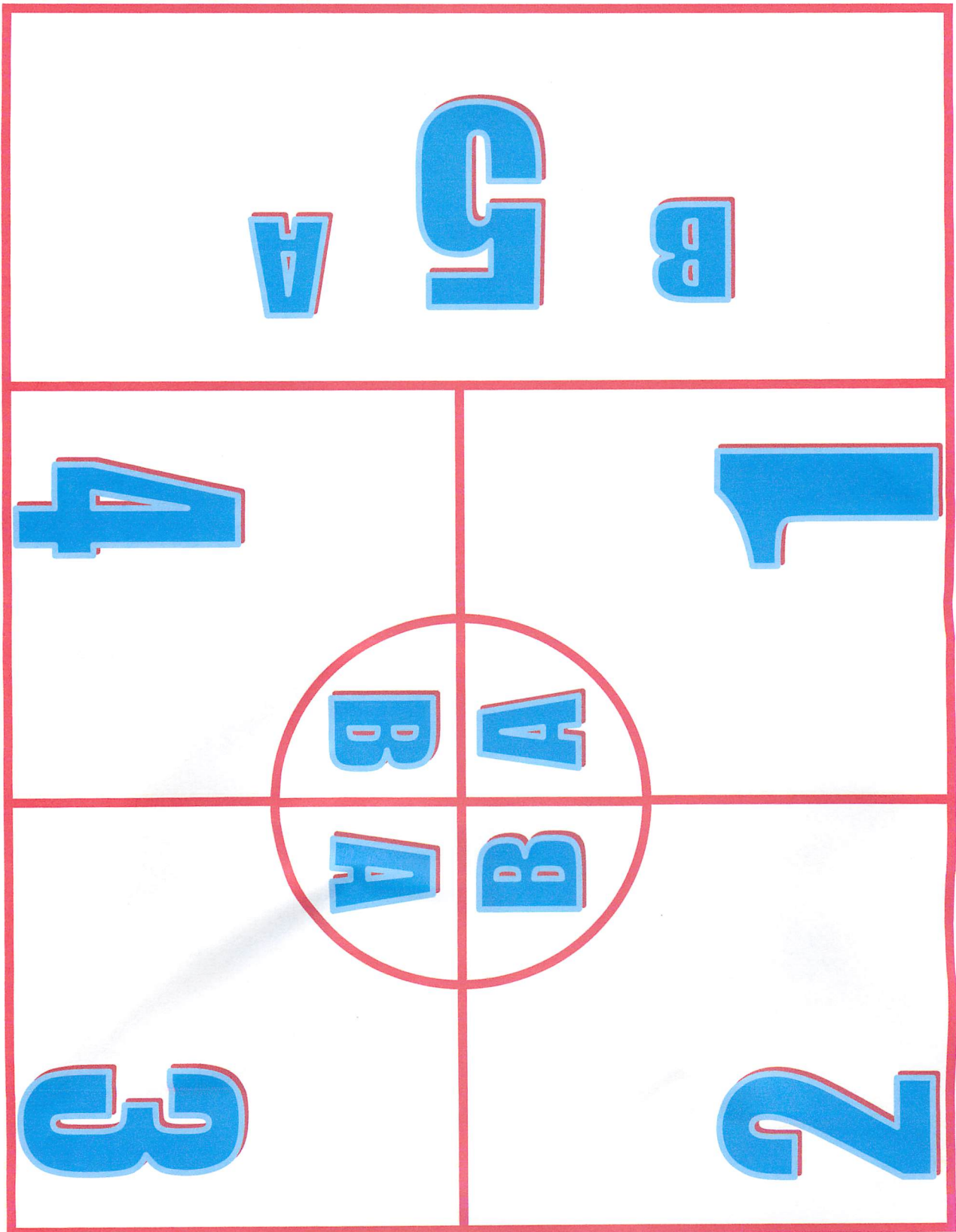


## READING STRATEGY: GIVE ONE, GET ONE

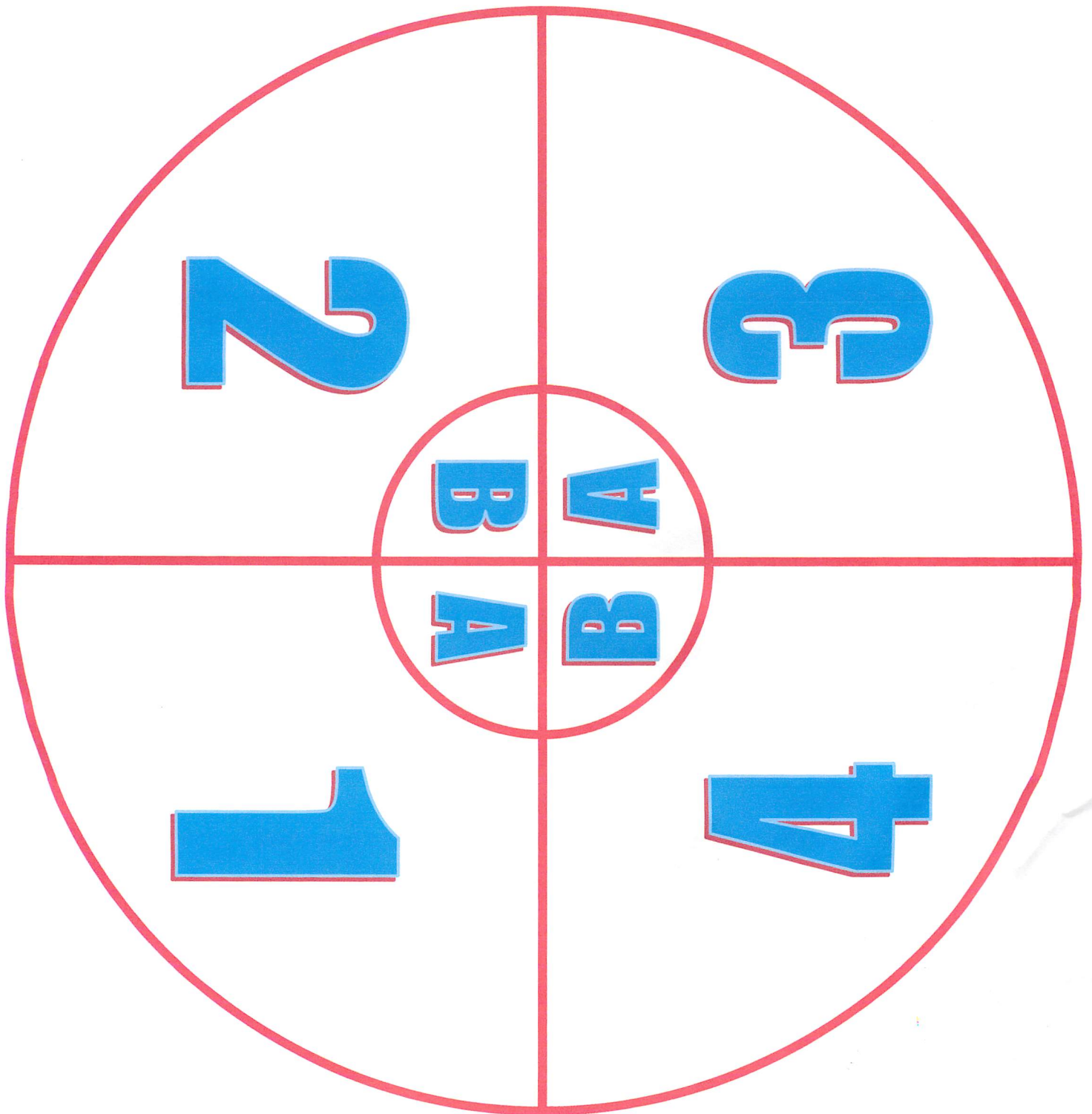
### *Procedure:*

1. Have students fold a piece of paper lengthwise to form two columns, then write "Give One" at the top of the left-hand column and "Get One" at the top of the right-hand column.
2. Have students brainstorm a list of all the things they already know about the topic they will be studying, writing items down in the left column.
3. After they make their individual lists, have students talk to at least two other students about their lists, adding or deleting information as appropriate in the right hand column, along with the name of the person who gave them the information.
4. Once everyone has given and gotten information, have the whole class discuss the information students have listed.
5. Again, have students write down any new information they get from this discussion in the right column of their lists.

adapted from *Reading for Understanding*, ISBN 0787950459







# Strategies for Guiding Interactions

By Lynn Johnston 7/19/2017

To create a discourse classroom students need to be taught how to interact appropriately in the target language. These interactions help to ensure high levels of engagement. Here are a list of Interactions I have collected and use in my classroom.

## Rally Table

1. Pose a question or problem and give individual think time
2. Have a student share one idea
3. Rotate to the next student and continue sharing one idea at a time going around the table until everyone has shared all their ideas.

## Timed Pair Share

1. Teacher gives timed individual write time
2. Partner A shares for whole time (about one minute) Partner B listens, asks clarifying questions
3. Switch roles
4. Congratulate and thank your partner

## Awareness Checklist

From a list of pre-generated ideas from the teacher, students say what they always do, what they sometimes do, what they need to do.

## Numbered Heads Together/ Team Mats (get copy from original post)

1. Put the students in small groups
2. Assign a number to each student within each group.
3. Ask the students to complete a task or answer a question together making sure that all.
4. As you check answers with the whole class specify that students with a particular number will be called on to answer the question for the group.

## Quiz Quiz Trade

1. Develop cards with content and answer (or have students write cards as an exit task the day before)
2. Students ask each other
3. Trade cards
4. Find a new partner, ask questions

### **Stand up, Hand up, Pair, Share**

1. Wait until I say go
2. Put hand up when you need a partner
3. Look for person with hand up (high five)
4. Put hands down share information
5. When you are finished put hand up and look for another partner, high five and share
6. Repeat until time is called

### **Round Robin Writing**

1. Form groups of three
2. All three group members respond to Question A individually
3. When time is called pass your paper to the next person respond to question B on the sheet that is handed to you.
4. When time is called pass your paper again and respond to Question C? I the sheet that is handed to you.
5. Return the handouts to the person they began with. Discuss each question with group.

### **Partner Interview**

1. Answer Question yourself
2. Interview two people with whom you have not worked today
3. Record key information during each interview
4. Report Back to you group with three original ideas

### **Inside outside circles/Carousel/Speed dating**

1. Organize the class into two groups of equal size
2. Ask students to stand in two circles facing one another
3. Have students talk to the person across from them on assigned topic
4. After a few minutes ask everyone in one of the circles to move so that each person is talking to a new partner.

### **Gallery Walks**

1. Think Time
2. Post Presentation
3. Walk and Review, Lave Comment
4. Review Comments

### **Jigsaw**

1. Divide the class into groups of three to five students
2. Each group becomes experts on one aspect of a larger topic by working with info from teacher
3. Each expert then moves on to a mixed group with members of each of the other expert groups

#### 4 corners

1. Assign one dimension to each corner of the room
2. Have student move to the corner they are interested in or knowledgeable about
3. Discuss
4. Have a student from one corner share out
5. Ask a student from another corner to paraphrase
6. Continue this process until each corner has shared out  
(Seasons example)

#### Give one, Get one

1. Have students fold a piece of paper lengthwise to form two columns, then write "Give One" in the target language at the top of one column and "Get one" in your target language on the top of the other.
2. Have students brainstorm a list of all the things they already know about the topic in the "Give One" column.
3. After they make individual lists, have students walk around and talk to other students, adding information in the "Get One" column.
4. After everyone has given and gotten information have the whole class discuss.

#### Snowballs or Paper Airplanes

1. Take out a sheet of paper and write your name (optional).
2. Write a response to a prompt.
3. Crumple paper and throw it across the room
4. Pick up someone else's snowball, find them and discuss idea briefly.

#### Whip around Q & A.

This is a great bell ringer or brain break activity. A question is on the board and we whip around the room and everyone gives a short answer.

I am paying more attention to the amount of **overt engagement** in my classes. If I ask a question and call on one student to answer only about 1 in 30 or 3% percent of the students are overtly engaged. If I ask a question and ask them to discuss the answer with a partner at least 50% of the class is overtly engaged at one time, because I can see one person is talking but I can't be sure that the other student is listening. However, if I tell the students ahead of time that they will be asked to paraphrase **their partner's answer** chances that 100% of the students will be engaged increases.