

THIRD EDITION

The World Language
Teacher's Guide to

ACTIVE LEARNING

STRATEGIES AND ACTIVITIES
FOR INCREASING
STUDENT ENGAGEMENT

DEBORAH BLAZ

An **Eye On Education** Book

ROUTLEDGE


The World Language Teacher's Guide to Active Learning

Enhance your students' success and improve the likelihood of retention with the easy-to-implement activities and strategies in this book! Bestselling author Deborah Blaz shows how to create a classroom in which students can actively experience and explore a world language. The new edition features updates in every chapter and incorporates the latest ACTFL standards, more information on teaching with authentic resources, a new chapter on teaching with technology, and additional resources for personalized learning. It is organized to allow you to easily find and pull activities you want to use in your classroom the very next day. You'll learn how to . . .

- mix up your repertoire of activities, games, and exercises to keep students engaged;
- introduce students to the culture of the language you teach by hosting parties and celebrations;
- overcome some of the biggest obstacles in the path to fluency, including verb conjugation, using object pronouns, and the subjunctive mood;
- customize your teaching strategies to accommodate a broader range of talents, skills, and intelligences;
- implement new assessment strategies to improve verbal skills and reading comprehension;
- and more!

Bonus: Downloadable versions of some of the resources in this book are available on the Routledge website at www.routledge.com/9781032258294 so you can print and distribute them for immediate classroom use.

Deborah Blaz has taught French to grades 7 through 12 for the past 43 years in Indiana and has taught dual credit, AP, and college classes. She also serves as world language department chair at her school. An award-winning teacher, she frequently presents workshops and keynotes, regionally, nationally, and internationally.

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The World Language Teacher's Guide to Active Learning

Strategies and Activities for
Increasing Student Engagement

Third Edition

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Support Material

Several of the tools in this book are also available on the Routledge website as Adobe Acrobat files. You can access these downloads by visiting www.routledge.com/9781032258294. Then click on the tab that says “Support Material” and select the files. They will begin downloading to your computer.

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Meet the Author

Deborah Blaz, a French teacher at Angola High School in Angola, Indiana, received her B.A. in French and German from Illinois State University, a *diplôme* from the Université de Grenoble in Grenoble, France, and, in 1974, an M.A. in French from the University of Kentucky. Ms. Blaz has taught French and English to grades 7 through 12 for the past 43 years in Indiana.

Ms. Blaz, a frequent workshop and keynote presenter, nationally and internationally, was named to the All-USA Teacher Team, Honorable Mention, by *USA Today* in 1998. She was also honored as the Indiana French Teacher of the Year in 1996 and received the Project E Excellence in Education award in 2000, the Dorothy S. Ludwig Excellence in Teaching, Secondary Level award from the American Association of Teachers of French in 2020, and the Tom Alsop Distinguished World Language Publication/Research Award in 2020.

New to the Third Edition

We all know how quickly education is changing, fueled by advances in technology, a need for virtual teaching practices, and changes in what motivates and interests our students, as well as findings from brain research and data tracking. In the first edition, I talked about blackboards, tape recorders, and nonportable telephones—unbelievable! Updating the second edition has been not quite as drastic, but it still needed many adjustments to make it more usable.

In this edition, I incorporated the new/updated American Council on the Teaching of Foreign Languages (ACTFL) standards; every activity now has those as well as Common Core and Depth of Knowledge (DOK) to assist in selection of activities as well as in making it easier to write lesson plans with standards listed.

I also checked every single link to online resources, replacing those that were outdated, changed, or no longer in existence, often with better ones than previously used.

In this new edition, there are also significant changes in almost every chapter.

- A preface with suggestions on how best to read and use this book.
- Chapter 1: Added suggestions on how to find authentic resources for reading and listening.
- Chapter 2: A new section on Comprehensible Input (CI) methodology with active learning strategies well suited to it.
- Chapter 3: Quite a few activities that my students and I have enjoyed since the last edition, especially in the “Activities That Work for ANY Subject” section.
- Chapter 4: Activities for the months of June and August, as well as a large section on back-to-school activities as suggested by a reader of the previous edition.
- Chapter 5: A section on handling mainstreamed/special ed students
- A brand-new Chapter 7 on technology in response to research showing what many of us doing virtual instruction have discovered: things done on computers don’t ‘stick’ as well as we would like.

I enjoy trying new activities, and this new edition enables me to share them with you.

How to Use This Book

This book was created as a compendium of ideas as a reference for teachers, rather than one to be read cover to cover. Use the Table of Contents as your guide, skipping around to whatever section will help you with your current need:

To convince a colleague to use more active learning strategies or to justify yours to an administrator, Chapter 1 has the theory behind the practice and Chapter 2 has a plethora of research-based strategies to differentiate teaching practices.

Chapter 2 also has brief and specific explanations of practices like integrated performance assessments (IPAs), project-based learning (PBL), and CI for those curious to know what those are, as well as how to implement them.

Chapter 3 was designed specifically to help new teachers and level one classes, but I find myself using it even now as it is a great mind-jogger even for experienced teachers, with everything in one spot, organized by topics. There is also a section with activities for any level, any unit.

If you are looking for ways to celebrate a holiday or begin your school year with a bang, then go straight to Chapter 4.

If you need more activities to practice a grammar topic and have exhausted all the ones in your textbook, then Chapter 5 is where to look for inspiration.

Chapter 6 has lots of ideas to supplement books read together in class, with a variety of assessments.

And finally, technology, which usually involves just sitting at a computer, can be more active: see how in Chapter 7.



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Action Learning in Theory and in Practice

Ancient Chinese proverb:

I hear . . . I forget.

I see . . . I remember.

I do . . . I understand.

Since the first edition of this book, there have been, of course, new discoveries and so many new online sites and apps that influence world language (WL) teaching and learning, especially involving the Internet and virtual instruction and learning, but years of research and results show that keeping students active is still what *really* works in any classroom. I am the first to admit that I love the accessibility of authentic materials online, and use them frequently, but using a computer is more mental than physical (in fact, research shows clearly that taking notes by hand is far superior to doing so on a keyboard in terms of retention). This third edition of my book, while adding references to the ACTFL proficiencies and levels, will continue to focus on what works best in learning a language: using the language actively.

Definition

So, what *is* “active learning”? Over time, people have muddied what this means, providing their own definition, whether to suit their own

teaching styles or attitudes toward learning or to promote one specific method of language learning. “Active learning” is a phrase so popular and widely used that it gets used interchangeably with “collaborative learning”, “cooperative learning”, and “hands-on learning” (the phrase my students seem to use most to describe what they like best). Those last three are subsets of active learning, but not the only types.

The standard definition goes like this: a range of teaching methods that engage students, individually or in groups, in the process of learning through activities and/or discussion in class, involving higher-order thinking and all followed by a period of reflecting. Active learning, done well, should be both challenging and enjoyable, too.

In (my favorite definition) the words of Richard Hake (1998, p. 65), an emeritus professor at Indiana University, it is “heads-on (always) and hands-on (usually) activities that yield immediate feedback through discussion with peers and/or instructors”.

In everyday language, that means learners are *doing something* besides sitting and listening passively to the teacher, watching the teacher write things on the board, reading a text, or viewing a computer screen, *and* they are *thinking* about the things they are doing.

Here is what you will see in an “active learning” situation:

- In the classroom, students are not passive recipients of knowledge but are engaged learners.
- Teachers are not the sole givers of information but function more like mentors and coaches.

This does not mean that learners and teachers have equal roles. To keep going with the coach idea: athletes can’t get good at a sport just by listening to the coach talk about it, but they won’t get very good if they try to do things all by themselves, either. They have to actively practice with teammates and get feedback from the coach so they can improve. These activities can take place individually, in pairs, or in small or collaborative groups.

There is an assumption that active learning can only happen in face-to-face instruction, but it is also possible to incorporate it into blended or online instruction if the assignment is engaging and takes into account students’ previous knowledge.

Active learning can take many forms but generally involves four basic elements:

- talking and listening,
- writing,

- reading, and
- reflecting.

These four elements have been refined/renamed by ACTFL as:

- Interpretive,
- Interpersonal, and
- Presentational.

For world languages, all of those elements are easily incorporated in a lesson. Active participation primarily means using the language to communicate, principally through speaking and writing. Communication is one of the key components of 21st century learning, yet it has not attracted the same level of research or attention as creativity, collaboration, or critical thinking.

Communication means learners:

- express thoughts and ideas successfully using oral, written, and nonverbal communication skills in a variety of forms and contexts;
- listen to and decipher meaning, including knowledge, values, attitudes, and intentions;
- use communication for a range of purposes (e.g., to inform, motivate, and persuade);
- employ multiple media and technologies and know how to judge their effectiveness and assess their impact;
- communicate effectively in varied environments (including multilingual).

Isn't that what any WL teacher (and our administrators) want to see happening? To do any of those, learners must actively participate.

Does Active Learning Really Work?

There is now a huge body of research on active learning that did not exist when this book was first published. The largest and most comprehensive study (Freeman et al., 2014) looked at 225 other studies dealing with STEM (Science, Technology, Engineering and Mathematics) students, and here is what they found:

1. Students in a classroom using traditional (primarily lecture) methods are 1.5 times more likely to fail, compared to students in classrooms that use active learning strategies.

2. Students in active learning classes outperform those in traditional lectures on identical exams. On average, students taught with active learning got scores 6% higher than students in a traditional class (the difference between a B and a B+, for example).
3. Students from minority ethnic groups or disadvantaged backgrounds and/or women in male-dominated fields (in the study, also called “underrepresented students”) benefit more from and achieve more than other categories of students when active learning is used.

In Freeman’s words, (in an interview with D. Lederman, 2014):

The impact of these data should be like the Surgeon General’s report on “Smoking and Health” in 1964—they should put to rest any debate about whether active learning is more effective than lecturing.

In a study by Marzano (2007), careful statistical methods averaged the findings of thousands of the most rigorous studies on active learning. Results showed that, for the best active methods, students in the active learning group scored more than a grade and a half better than those in the group not using active learning.

In another study, however, there was another finding that I feel I must include in this book. Tessa Andrews et al. (2011) noticed that most studies on active learning were done by educators who were very committed to education, experienced, and well informed. How, they wondered, would an “ordinary” instructor do? They studied 29 courses taught at 28 institutions by 33 instructors and found . . . no difference. They went on to state that their results imply that it only works with instructors who know *why* active learning works. My version of this is: successful active learning depends on an instructor well informed about learning theory, so they know what is best to ask their students to do. (Again, going back to the sports metaphor, a well-trained coach.)

In “Understanding by Design” (Wiggins & McTighe, 2006), the authors make it clear that simply introducing activity into the classroom does not work. An effective activity must be designed with the end (desired outcome) in mind and encourage thoughtful engagement on the part of the learner.

That is the basic reason for this chapter on theory. In order to construct and use an active learning lesson effectively, you must have some knowledge of how learning happens and what works best.

In order to achieve this goal, we will need to modify what we do every day in the classroom. We need to implement two very important goals:

- Be current.
- Use variety.

Chapters 1, 2, 6, and 7 of this book deal with information you need to be on the cutting edge of world language teaching. Brain research, multiple intelligences, and alternative assessment are all important to know about and, if implemented, will add a lot to your success as a teacher.

The other chapters in this book address the issue of using variety. Creating a great class requires imagination, creativity, and innovation—and taking advantage of every teaching opportunity. We must have a classroom that allows students to experience, experiment, fail, or discover without punishment. The teacher who can do this is prepared to meet the challenges of this era in world language education. Chapter 2, in presenting multiple intelligences, also has many ideas you can use daily, and Chapters 3 through 5 present some creative ideas for presenting and practicing in a different way that will appeal to your students.

But first, we need to spend some time thinking about learning and cognition and how that applies to the classroom.

Student Perception of Active Learning

One thing you should be prepared for: students who have not experienced much active learning, and those returning from virtual learning, may resist active learning (but they quickly warm to it when they see the results), according to Deslauriers et al. (2019). The article “Measuring Actual Learning vs. Feeling of Learning in Response to Being Actively Engaged in the Classroom” suggests that sharing the data on the efficacy of active learning at the beginning of the class helps get students “on board” with active learning, which requires more effort on their part than just listening to the teacher.

Brain Research

Improvements in magnetic resonance imaging (MRI), as well as research in neuroscience and cognitive psychology, have confirmed earlier theories of developmental psychology. Watching someone’s brain while they are hearing another language, studying it, or trying to memorize anything have shown us that the basic strategies we use to teach languages work but can stand to be improved or modified (such as increasing the

frequency of certain types of activities and decreasing others) for better learning. It is logical that the more the brain is stimulated because the learner's environment is rich and varied, the more brain activity there will be.

Knowing how the brain processes information and learns is invaluable in deciding how to structure a lesson and which materials you'll need.

The brain has priorities for storing material:

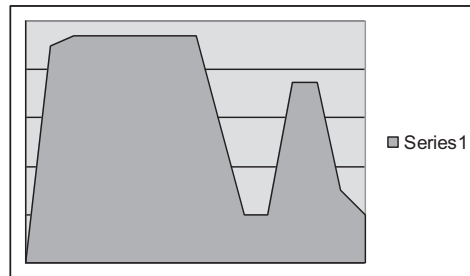
1. The highest priority is for anything that is a threat to survival. Unfortunately, menacing students' survival would result in the loss of our jobs. Failing Friday's test is not life threatening, much as we may like to think so.
2. The second highest priority is for information attached to a strong emotion. When emotions such as anger, fear, or joy are evoked, the conscious processing of the brain stops, and the older limbic system takes over. This sort of effect is one that we can achieve in the classroom occasionally; for example, the thrill of discovery of a concept through inductive or deductive teaching would help maximize what material is stored. We all know the value of humor, too. Enjoyable activities bring positive emotions into memory retrieval.

A lot of material is remembered because it has emotional associations attached to it. Think of a word such as "Mom", "holocaust", "abortion", or even "Monday" and a lot of other words, ideas, or pictures will pour into your mind. Helping students make these associations will increase learning. Memory Model, a method explained in Chapter 2, is good for encouraging this type of association.

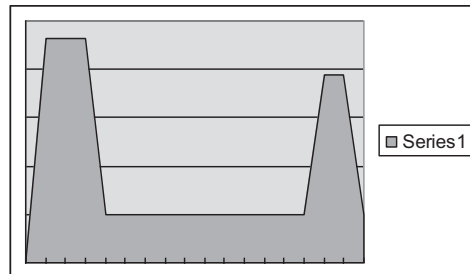
After this, priority is given to material that the working memory thinks is important. The working memory is what ten years ago was called the short-term memory. Its capacity changes with age (a high school student has a larger capacity than a child, for example), and it has a definite time limit. Ebbinghaus (1885), in his research on forgetting, memorized long lists of nonsense syllables (what could be more like a foreign language, at first?) and stated that the time limit for memorizing is 45 minutes. Sousa (2016) states that recent research has found that the time limit is actually between 10 and 20 minutes for adolescents and adults. (See Figure 1.1.)

A brain, it seems, is like a cup; you can pour information into it for only so long before either fatigue or boredom sets in. In order for a person to be able to focus their attention past that time, *change* must take place.

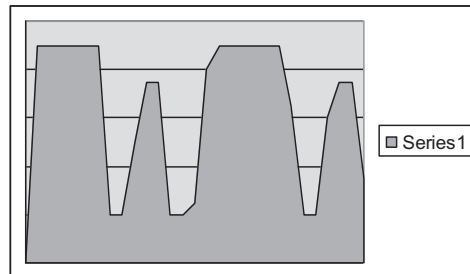
Figure 1.1 The value of changing teaching strategies or topics within a longer class period



Retention during a 20-Minute Learning Episode



Retention during a 40-Minute Learning Episode with One Lesson



Retention during Two 20-Minute Learning Episodes (40 min.)

From Sousa (2016)

By change, I mean that there must be a radical difference in how the material is taught—for example, from a thinking activity to physically dealing with the ideas or making different connections between the material and other learning.

Sousa states that the average attention span of anyone 14 or older is roughly 15 minutes! This has profound meaning for all of us, especially those on a block schedule, with 70-to-90-minute classes: variety is not only suggested but also is a necessity. Try appealing to different intelligences (see Chapter 2) or alternate grammar, culture, conversation,

reading, and listening activities to maximize your students' attention spans (and make as many of those as active as possible for added benefits).

This also means that long-term planning (i.e., what is mastery, and what do you want them to remember at the end of the year?) is more important. An ACTFL Core Practice is to use Wiggins and McTighe's Backward Design (2006) in planning a lesson or unit, which means that you determine the desired result (standards and performance) and then plan a lesson that will have that result.

Criteria for Long-Term Storage

If you usually review material right before giving a test, you will never know if a student has that material in his or her long-term memory. Reviewing the material reenters that material in a student's working memory (data retained for immediate use). In order for data to go from the working memory into long-term storage, it must meet two essential conditions. Ask yourself:

1. Does the material make sense? (Does it fit with what the student already knows?)
2. Does it have meaning? (Is it relevant to the student's life and needs?)

In order for the information to be placed into long-term storage, the answer to both questions must be yes. Relevance could be increased by incorporating action such as requiring a student to recite something the next day for the class, for a grade (the element of being on display and possibly embarrassed is a great motivator for most), but *not* passively as when giving a quiz or test over it. Relevance also increases when a student sees a need for something every day, rather than just once.

Data will also not enter the long-term memory without *time*: time to process and rehearse the material. However, more time does not increase retention unless it is time in which the student can personally interact with the information. Ebbinghaus (1885) found that we remember best whatever we see or hear first and second best is whatever is last. (See Figure 1.1 again for the most recent findings which corroborate Ebbinghaus.) With that in mind, Sousa (2016) suggests the following:

Teach New Material First

Instead of beginning class with review, present something new. Remembering to teach in short (10–20 minute) segments, the new material should take eight to ten minutes at most. In the middle of that segment, when

the least amount of learning takes place, do your review of previously learned material or check homework, make announcements, or practice the new material. During the middle time, the brain is still capable of organizing information for further processing, so it's not wasted time, but no information will be put in long-term storage during that time.

Teach Right to the End of Class and Provide Closure

Giving the students five minutes' free time at the end of the class is an absolute waste of those five or so minutes at the end, which scientists say are second best for learning. Save something new or important for the end.

Use Chunking

Instead of focusing on teaching a certain number of new items (most will be forgotten overnight, according to Ebbinghaus), a better strategy would be to integrate those items with previously learned structures, in hopes of "chunking" them. An example might be, when teaching descriptive adjectives, to add them to family members: instead of just learning "tall" or "smart", teach them "My father is tall and smart". Highlighting cognates is also a good strategy.

Successful Teaching Practices

Questions like, "Why do we need to know this?" or "Do we need to know this?" reveal students who are having trouble seeing relevancy in the material studied. Madeline Hunter (2004) of the University of California has also done a lot of research on the interrelationship between teaching strategies and student performance. She suggests, like Sousa did, that teachers use these strategies:

- Select material to present during the first part of a lesson, condensing it to the smallest possible amount that will have maximum meaning for the students.
- Model the steps to apply to deal with the particular situation being studied, such as putting the correct endings on verbs, making adjectives agree, selecting the correct verb tense, or using a dictionary correctly. A good model is very specific and accurate and avoids any controversial or emotional issues or words that will distract or redirect the students' attention.
- Bring in examples from students' own experiences to bring previous knowledge into the working memory (i.e., reminding them of another verb tense that is formed in a similar manner).

- Create artificial ways of giving meaning to the material. A good example of this is the use of mnemonic devices or strategies like Memory Model, found in Chapter 2.
- Insist that students practice in class in a focused manner. Focus them by standing near them, especially if they are off task. We have all seen how well this works.
- Provide prompt and detailed feedback for students during practice of a concept. If students receive quick corrective and specific feedback, they are more likely to continue working. This also permits students to evaluate their progress.
- Use every available minute of class time. This involves using “sponges”, a concept I have found very helpful.

Sponges

What do your students do while you are taking attendance, writing on the board, accessing a video or website, or talking to a student, parent, or colleague one-on-one, or when moving from whole class to small groups? The answer is probably that they start talking in English or get off task (their attention wanders). If you have sponges ready to assign, you will be able to get students to use these bits of time to do something constructive in the target language.

SPONGE is an acronym for:

- SHORT, intense, vivid activities, which provide
- PRACTICE of learned material, which students can do
- ON THEIR OWN, and which will also include
- NEW arrivals or those finishing an assignment early, by keeping the
- GROUP involved, and designed to
- ELICIT an immediate response.

Sponge is a good name for them because they do “soak up” the unused little bits of time during any class. They also are very useful for a short break in a lesson or a change of pace when students’ eyes are glazing over, when frustration (for me, usually with technology access) is building. Well-designed sponges also will appeal to a large variety of student learning styles and reinforce your curriculum quite nicely, and you will notice that they all involve active learning.

To write sponges, just think of the chapter in all four aspects: grammar, vocabulary, culture, and literature. Then, consider the five different types of sponge:

1. Say to yourself
2. Say to another
3. Say in chorus
4. Write a response
5. Signal

Note: In the book from this page on, all activities will be notated showing which Common Core (CCSS) or ACTFL standards are being addressed and sometimes Bloom's level (B) or Depth of Knowledge (DOK).

In the “Say to yourself” type of sponge, you ask the student to tell themselves something. This type of quiet activity is good for settling down things at the beginning of class, after a fire drill or an announcement, while you are erasing the board or students are moving into or out of small groups, or after a test while a few slower ones are still finishing.

Here are some examples of this type of sponge:

- Describe to yourself what you see in this picture/poster/video with the sound *off*.
- Look at this handout and underline all the words you already know (or the ones you don't know).
- Think of how the character in yesterday's story/movie was feeling when . . .
- Locate the main idea in the third paragraph.

CCSS: RL1, SL2; ACTFL: Interpretive, Novice Mid if a list to High if in sentence form; B: Evaluate; DOK 1 if just items, 4 if a scene
 CCSS: L1; ACTFL: Interpretive Novice Low; B: Remember; DOK 1
 CCSS: RL2, 6 (story) or SL2, SL3 (movie), L4; ACTFL: Interpretive (Interpersonal if discussed with a partner or small group), but level depends on how students will present their impression of feelings—an emoji? a mime? both Novice Low; a letter or a poem? Novice High or Intermediate Low to Mid

CCSS: RL2, L4; ACTFL:
Interpretive, Novice
Mid

CCSS: RL1, 2, 4, 6 and
L4; ACTFL: Interpre-
tive, Novice Mid; B:
Evaluate; DOK 4

CCSS: SL1, 4; ACTFL:
Interpersonal, Novice
Low; B: Remember;
DOK 1

CCSS: SL1, 2, 3, 4, 5;
ACTFL: Interpersonal,
Novice Low or High if
in sentence form

CCSS: SL1, 4; ACTFL:
Interpersonal, Novice
CCSS: SL1, 3, 4, 6 and L4;
ACTFL: Interpersonal,
Novice to Mid if in
sentence form

CCSS: SL1, 3, 4; ACTFL:
Interpersonal, Novice
Low

CCSS: SL1; ACTFL: Inter-
personal, Novice Mid

CCSS: SL1, 3; ACTFL:
Interpersonal, Novice
Mid; B: Remember;
DOK 1

CCSS: SL1, 6; ACTFL:
Interpersonal, Novice
Mid to High

CCSS: SL1, 4; ACTFL:
Interpersonal, Novice

- Read the story/dialogue/paragraph and make up an appropriate title for it.

Notice that all sponges use action verbs in the command form.

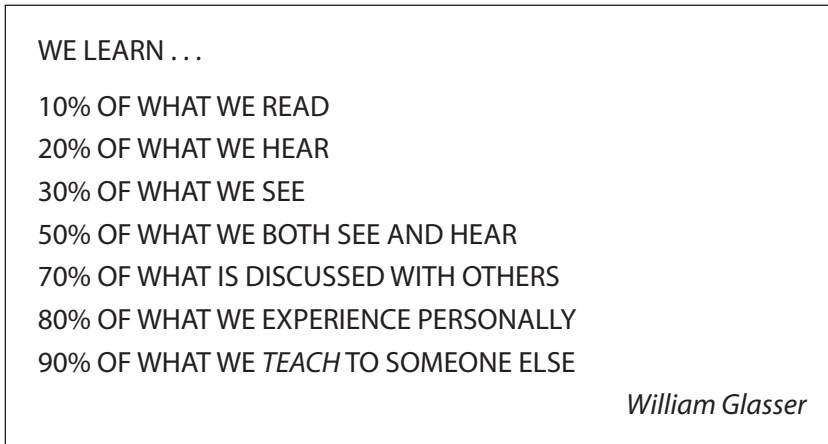
A “Say to another” sponge asks a student to do a short activity with a partner, such as:

- Alternate naming objects, verb endings, colors, favorite foods, etc.
- Take turns describing a family photograph they have brought to class.
- Practice the dialogue. Then switch roles.
- Tell each other the most important thing you learned in this class yesterday/today (very useful, especially if there were several on a field trip or testing the day before).
- One of you name a category such as “clothing”. The other will name as many items as they can that fit in that category.
- Ask your partner a question.
- Taking turns, one of you name a verb, and the other will conjugate it in the _____ tense. Then switch.
- Tell your partner something funny/sad/complimentary/insulting.

This sort of activity will involve the students in teaching/correcting each other, which, according to the Glasser scale (see Figure 1.2), is quite beneficial.

The third, “Say in chorus”, asks students to say, together, things like the alphabet, months, or days of the week. They could also sing a song learned in class, chant the verb endings for the preterit, or count by fives to a thousand.

Something I like to do is make them do these things forward and backward,

Figure 1.2 Glasser's learning scale

to make sure they understand what they are saying, rather than simply memorizing a string of sounds.

The “written response” sponge would ask the student to write something like the following:

- List the four seasons and typical weather for each one.
- Record what you want your friends/teacher/parents to do for you.
- Make a list of foods that are served (or never served) at the school cafeteria.
- Produce a five-word description of the story/poem we read yesterday.
- Write a five-word description of your favorite place to visit/favorite sandwich/favorite class.
- Finish this sentence: The teacher is . . .
- Use the same noun in the nominative, accusative, and genitive cases.
- Name four famous people and tell what country they are from/what clothing they would wear/what they look like.
- Write eight commands or questions that you often hear from your parents.
- Indicate in writing three things you ought to do some time soon.

CCSS: W2, 4, L1, 2;
ACTFL: Presentational, Novice Low; B: Remember; DOK 1

CCSS: W2, 4, L1, 2;
ACTFL: Presentational, Novice Mid

CCSS: W2, 4, L1, 2;
ACTFL: Presentational, Novice Low; B: Remember; DOK 1

CCSS: W2, 4, L1, 2, 4;
ACTFL: Interpretive and Presentational, Novice Mid

CCSS: W2, 4, L1, 2, 4;
ACTFL: Presentational, Novice Mid

CCSS: W2, 4, L1, 2, 4;
ACTFL: Presentational, Novice Low

CCSS: W2, 4, L1, 2;
ACTFL: Presentational, Novice Mid

CCSS: W2, L1, 2; ACTFL: Presentational, Novice Low to Mid (High if in sentence form); B: Remember; DOK 1

CCSS: W2, L1, 2, 6; ACTFL: Presentational, Novice High

CCSS: W2, L1, 2; ACTFL: Presentational, Novice Low; Mid if in phrases

Figure 1.3

CCSS: RL1 if word is written, SL2 if oral, L1 ACTFL: Presentational, Novice Mid

CCSS: RL3 written, SL3 spoken; ACTFL: Interpretive, Novice Mid to High depending on sentence length and complexity

CCSS: RL1 written, SL2 spoken, L1, 3; ACTFL: Interpretive, Novice Mid

CCSS: RL3 written, SL3 spoken, L1, 3; ACTFL: Presentational, Intermediate Low

“Signal” appeals to almost any student learning style (oral, visual, kinetic, etc.), but most are essentially listening activities. Examples of signals would be hitting the desk, stomping feet, standing up, lifting a piece of paper, or some other sort of physical demonstration to indicate if any of the following are true:

- A word is masculine or feminine, singular or plural, nominative or genitive, etc.
- A sentence (written or spoken) is true or false.
- A verb is in the past or present, future or conditional, indicative or subjunctive (to differentiate tenses).
- A given situation requires the *passé composé*/preterit or the imperfect.

In summary, sponge activities keep you from wasting valuable class time as well as require students to continue thinking and performing in the language. Make every minute count, and test scores should go up, too. This is not a skill you will gain overnight, but don’t give up, as you will see a big difference in classroom discipline and learning.

Figure 1.3 shows some sponge activities I use when doing a unit on families and family members.

Spiraling

Hunter (2004) also discovered that “massed” practice is inferior to “distributed”. Massed practice means trying a concept in a variety of different ways

over a short period of time. Distributed practice is when material is practiced over time. According to Hunter, tests should not only test material in the current chapter but should also allow/expect students to use material previously learned. This is called a “spiral curriculum” because

Figure 1.3 Family unit sponges

Note: These would normally be written in the target language.

Say to self

- The number of cousins you have with a separate count of boy cousins and girl cousins.
- How many brothers and sisters you have.
- The name, age, and relationship to you of your favorite relative.
- The name, age, and relationship to you of your least favorite relative.
- Look at the family tree on the screen. You are the person marked with an X. Tell yourself what each person's relationship is to you.
- Look at the picture on the front board. Invent a name for each person in the family, and be ready to tell me their relationships to each other (i.e., Marie is the daughter of Luc and Claire and the sister of Marc).
- Pick the hardest word in this chapter's vocabulary, and think of a creative way to remember it.

Say to another

- Describe your family to your partner and help him or her draw a family tree based on your description. Correct gently if he or she gets something wrong.
- Tell your partner who your favorite relative is and why.

- Tell your partner who your least favorite relative is and why.
- Alternate naming people on the family tree on page 34. After one of you names a name, the other must tell what family member that person is. For example, Véronique is a daughter and a sister.
- Alternate saying one of the family vocabulary words. After one of you says a word, the partner must supply the equivalent for the opposite sex. For example, if Person A says "uncle", Person B must say "aunt". Then Person B might say "husband", and Person A must reply "wife".

Write

- Draw your family tree. Don't forget the word "my" with each one.
- Pick up one of the cutout magazine photos on the desk. Each is of a family. In writing, introduce me to the people in the photograph, including their name, age, relationship, and profession, if they are an adult.
- Write a postcard to a pen pal in France. Tell them about your family.

Figure 1.3 (Continued)

<ul style="list-style-type: none"> • Read the story, and draw a family tree based on the information in the story. 	<ul style="list-style-type: none"> • Show me by clapping your hands how many uncles you have.
<p>Say in chorus</p> <ul style="list-style-type: none"> • List the male family members, from oldest to youngest (Grandpa—Dad—Uncle—Brother—Cousin), forward and backward. • List the female family members from oldest to youngest, forward and backward. 	<ul style="list-style-type: none"> • Show me by stomping your feet how many cousins you have. • Show me by hitting the desk how many husbands you have. • Show me by snapping your fingers how many brothers you have. • Show me by nodding your head how many sisters you have.
<p>Signal</p> <ul style="list-style-type: none"> • Show me by holding up fingers how many aunts you have. 	<ul style="list-style-type: none"> • Show me by kicking your left foot how many pets you have.

the ideas and skills are used again and again. Too often learners study a verb or verb tense during one unit, and then the next unit is primarily vocabulary, with no more use of the previous material until several units later. Changing an activity in every unit following learning that verb or tense, enabling students to continue to practice it, or supplementing the text or unit with a reading in that tense or a composition requiring it, would be an easy way to “spiral” ideas. IPAs are also good (later in this chapter).

Motivational Factors

Another thing Hunter (2004) discovered was that motivational factors can increase the time that working memory can deal with language.

- **Interest:** If the learner is interested in the item, he or she is dealing with it in several ways, often making new connections to past learning. Interest will significantly extend a student’s attention span. We have all seen it happen: a student who can’t listen/write/read for two minutes will raptly play a game involving that skill for an hour, especially if it involves working with others. My students love to work collaboratively and cooperatively.

- **Accountability:** If students believe they will be held accountable for the material, processing time is increased. (Example: driver's ed classes have both the interest factor and accountability.) To stimulate a feeling of accountability, show students how a skill might be necessary later in life (connecting the present to the future).
- **Level of concern:** If students are to care about learning, they need to have a little "helpful anxiety". Students who are concerned about doing a better job will try harder to learn more. Too much concern, however, is not good. Here's how you can help students feel some helpful anxiety:
 - *Give consequences.* Low-level ones like "Knowing this will help you in the next chapter" raise anxiety less than "This will be on your semester exam".
 - *Stand near them.* We all know this works well if students are off task.
 - *Give the right amount of time to do the task.* Too little time raises anxiety and extending the time will lower it.
 - *Help them quickly.* This is the most difficult one, as you don't want students to become too dependent on you.

Using Gestures

Research by several American psychologists has shown that using one's hands while talking can unlock something they call "lexical memory", helping people retrieve words from their long-term memory storage. Even pantomiming an activity can help retrieve the memory of the activity and data or learning associated with it. Also, physical movement releases acetylcholine, a brain chemical associated with communication.

We have known for years that gestures can be a language themselves, such as ASL (American Sign Language). In fact, many world language teachers currently using CI (Comprehensible Input) methods such as AIM (Accelerative Integrated Method) or TPRS (Total Physical Response Storytelling) report that they use ASL gestures or student-generated ones while telling a story in the target language, which enhances students' comprehension and retrieval of the vocabulary.

Begley (1998) shows that gesture is like a key to unlock a door in the brain, especially for words that connect easily with spatial ideas or movement—for example, the word "castanets". Researchers attached electrodes to people's arms and found that people who didn't even think they were gesturing were actually activating their muscles in response to words (for instance, a "clench" movement for the word "castanets"). Doctors also noticed that people whose memory is impaired after a stroke also tend to gesture more.

This makes sense: the more associations, especially using the senses, that we can link to a word, the more accessible it becomes. I often use gestures to practice reflexive verbs such as “wake up”, “hurry”, “get dressed”, “comb hair”, and “brush teeth”, as well as the less spatially obvious ones like “remember”, “be nervous”, “have fun”, and other emotions. I have my students decide which gestures we will use (this is important because if they feel they created/voted for the action, they learn it better). As we begin to practice them, I’ll say, “This one was Mark’s verb”, to prompt them, and they all nod and do the action as they say the verb, and we rehearse using gestures: first, as I say the word, they do the gesture, and later I gesture and they say the word, and then they do the same with a partner. Later, individually, I will see many of them gesture, nod, and write. It really seems to help.

Not only does using gestures help retrieve items from long-term memory, but the ownership of thinking of the gestures, as well as the extra sensory stimulation of doing them, makes the material more likely to go from the working memory into the long-term memory. In one study done at the University of North Carolina at Greensboro, subjects had to hold on to a bar, so they were unable to use their hands. These subjects often failed to learn the vocabulary, or took longer to do so, than a group who were allowed to use their hands.

In conclusion, students should be encouraged to think in spatial terms for any vocabulary. Even abstract concepts like “freedom” may be linked to some sort of physical idea that would be easy to make into a gesture, and this will enable students to learn it more easily and retrieve it again more quickly.

Increasing Transfer

Transfer is the ability to learn something in a certain situation and then apply it to other situations. Transfer is involved in problem solving, creative thinking, artistic endeavors, and other higher-level mental activities.

As new material is introduced, the working memory searches through the long-term storage for similar material. We have probably all experienced hearing a song that brings with it a flood of old memories associated with it. This is another example of how emotion attached to information guarantees its storage in long-term memory. It is also an example of transfer in action. Specifics on using music to aid memory are in Chapter 2.

But studies show that students are generally not good at recognizing how things learned in school apply to life outside school (Perkins & Salomon, 1992). Teachers should help them look for two things when

new information is introduced in order to maximize transfer: similarities and differences.

Similarities means linking the past to the present: showing students how one verb tense resembles one they already know or how the Spanish/French use of the preterit and imperfect is similar to how it is used in English. It could be things like talking about the ways Japanese food is similar to what they can get at the Chinese restaurant in town. Discovering similarities helps students' brains decide what material already in long-term storage this new material fits with and can be stored with ("chunking"). Positive transfer is especially easy when the two skills (new and old) are similar: learning one Romance language makes learning a second one easier, for example. When similarities exist with "old" material, the brain simply adds the new to the old and stores it as a chunk of information.

Metaphors, analogies, and similes are especially effective ways to promote positive transfer. An example is telling students that conjugating a verb is like smoking a cigar: first, the tip is clipped off, which is like dropping off the *-en*, *-ar*, *-ir*, or whatever ending is on the verb as it is found in the dictionary. Then, a match is needed (matching the new ending with the subject pronoun), and then, as the end of the cigar changes appearance as it is transformed into ash, a new ending appears on the part of the verb that was left when the end was clipped off. Or, for compound tenses, compare fixing a sandwich with conjugating a verb: trim off the crust/endings, put in some filling (helping verb, adverbs, negatives, and pronouns), and so on. . . . Any colorful comparison such as these, especially if accompanied by a poster or drawing containing this same image (for the visual learners), will positively affect students' ability to remember the material.

Students also need help linking the present to the future. While material is filed in long-term storage by its similarity, it is retrieved by its differences, called "critical attributes". An example from everyday life would be finding a friend in a crowd of people. To find your friend, you need to think about what about him or her is different from everyone else and look for those attributes. Here again is a place where the teacher can guide students to discover what the critical attributes of the new information are so they can find it when they need it again. If material is very similar, it will be hard to learn.

Another way to link the present to the future is to provide students with an activity in which they will have to use the current information to communicate: a simulation. Simulations are discussed in depth in Chapter 2.

Figure 1.4 Changes in working memory with age

Age range	Minimum no. of items	Maximum no. of items	Average
Less than 5	1	3	2
5 to 14	3	7	5
14 and older	5	9	7

Providing Variety

Variety is the key to learning, but be careful! Too much variety is as bad as too little. Sousa (2016) warns us not to overload students with symbols, images, and input—the working memory in older students can only hold *seven* items at a time. (See chart in Figure 1.4.)

Students must have time to process, select, and file information before more is added. However, since students are usually either verbal or visual learners, providing information in both modes will not overload anyone, as a verbal student’s working memory will retain verbal information, while a visual student will process what is taught verbally. Use graphic organizers (i.e., diagrams) to talk about relationships between subject and object pronouns, masculine and feminine adjectives, or other concepts that are easy to organize into groupings. Show the smallest possible portion of a video, then stop it and discuss what was shown.

CCSS: W2, 4, L1, 2;
ACTFL: Presentational, Novice Mid to High; DOK 2

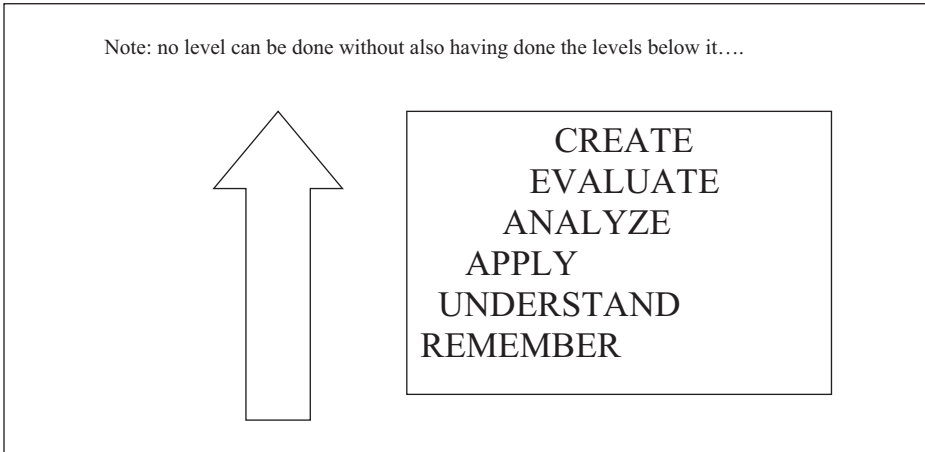
Here is a possible visual representation activity: after reading a story, have students draw a stick person and attach their notes to it. Have them write the character’s ideas and draw a line to the brain, his hopes and dreams with a line to the eyes, words to the mouth, actions

to the hands, feelings to the heart, movements to the feet, and so on.

Diagram the plot of the story like a mountain: the causes on the left (upward) slope, the effects on the right (downward) slope, and the conclusions (theme/message/moral) at the base.

Appealing to Upper-level Thinking Skills

Using Bloom’s taxonomy scale (see Figure 1.5), let’s examine the types of thinking skills you can ask students to do. The bottom level, Remember,

Figure 1.5 Bloom's taxonomy scale

is just rote recitation (“What is the word for ‘cat’?”). The Understand level asks students to summarize or convert the information to a new form (“Why is Cecile’s cat important in the story?”). The Apply level has the student use the information in a new situation (“If Cecile brought her cat to your house, what would you do?”). The Analyze level and above are where you want to concentrate the majority of your classroom activity. At this level, students will be actively using the language to communicate more than just basic necessities. They may also notice a gap between what they want to say and what they are able to say, test hypotheses about the target language, and retain more of the language they were successful in using. For example, an Analyze question would ask, “What happened in this story that is typically French?” or “. . . that could really happen?” An Evaluate activity asks students to make a judgment based on given criteria: “Was it right for Cecile’s cat to eat her sandwich?” A Create activity is one that results in a product, such as having them retell the story from another viewpoint or adding Cecile’s brother or a dog.

Another scale based on educational research is that of William Glasser. His scale shows the outcomes of various teaching strategies in terms of the amount of information that is put into long-term storage. Figure 1.2 showed Glasser’s learning scale, which I have posted on my classroom wall. It is easy to see that watching a video on how to make croissants only engages students through eyes and ears, but taking them to actually make and eat them offers feel, smell, taste, and a lively discussion as well as an enjoyable activity and interactions with classmates, in addition to introducing some to a food they will enjoy the rest of their lives (lifelong appreciation of the target language, or TL, culture!). Again,

we can reach the same conclusion: students working with the language on a personal, individual level (whether with a partner, a group, or one-on-one with the teacher) are learning the most.

Right-Brain/Left-Brain Learning

Right-brain/left-brain research and information tells us that girls tend to be more left brained and boys more right brained. Whatever your beliefs about this aspect, it should be obvious that this is yet another reason to include as much variety as possible in your lesson to accommodate the different learning styles of your students. To briefly summarize in terms of WL learning, the left brain processes “text”, coding information verbally, and the right brain handles “context”, nonverbal, visual information. The right brain is superior, according to Danesi, in processing new information and stimuli.

For WL and ESL teachers, it is *very important* to begin instruction following a right-to-left hemisphere sequence of strategies (Danesi, 1990). This means that you should initially teach students using brainstorming and concrete visual strategies, only later moving on to more organizational and formal types of instruction such as drill, translation, dictation, and so on.

Do not rely heavily on grammar or vocabulary memorization during the early stages of instruction. Do more with contextual activities, incorporating trial and error, brainstorming of meaning, visual activities, and role-playing/simulations such as TPR (Total Physical Response) and TPRS (all examples of active learning), giving the right hemisphere time to establish the context of the activity. The right brain uses verbal and nonverbal cues to adapt speech to a specific person or social context and enables students to use grammatical forms (i.e., *usted* vs. *tu*, *vous* vs. *tu*, *Sie* vs. *du*) in context.

After the right brain has the context it needs to grasp meaning and nuance, then apply left-brain-type activities (vocabulary memorization and grammar drills). This approach benefits left-brain learners as well as right, since it increases the role their right brain plays in their language competence. The left brain does the analytical and sequential processing of information necessary for vocabulary, rules of punctuation, word formation, and sentence structure.

Conversational competence involves both hemispheres, says research, in order to combine form and thought into something coherent. The analytic ability of the left brain generates the grammatical features, while the right brain synthesizes them into meaningful, coherent wholes. Keep this in mind also when you construct a test (see Chapter 6).

You can also organize your class and room according to right-brain/left-brain ideas.

FOR LEFT-BRAIN SKILLS

Make talkers sit apart from each other.

Erase everything before beginning a new topic.

Have students keep notebooks, use agendas.

Have bulletin board relevant to the current instructional topic

FOR RIGHT-BRAIN SKILLS

Use board and overhead frequently.

Give oral vs. written options on assignments

Role-play and use hands-on material.

Use closure every day on lessons.

Both types will benefit from lots of metaphor- and simile-creation activities or “what if” questions, such as “How is this verb tense like (other verb tense)” or “What if we tried to draw a picture based on this poem? What would it look like?”

Metamemory Techniques

Metamemory is the area of study that deals with people understanding how their own memory functions and using that to their own benefit. Students will often tell us how hard they studied yet perform poorly on tests. Teaching them some basic metamemory knowledge about themselves may help them study more efficiently. Memory is based upon three sets of variables: personal, task, and strategy variables.

To discover what your personal variables are, ask yourself what you remember best. Is it the words to songs (things set to music)? Things that rhyme? Things stated like a formula? Things you hear, say, or see? If, for instance, you remember musical things, then put whatever you have to memorize to music. Sing it to a familiar tune, such as a commercial jingle or a nursery song such as “Twinkle, Twinkle, Little Star”. Another type of important personal variable is discovering what time of day is best—if you are a morning person or a night owl—and what mood you need to be in to study well. Then, arrange your schedule as much as possible to make use of that time and that mood. If you study best late at night when the family is asleep, take a nap before or after dinner so you can use the late-night hours without falling asleep in school. If you need to be in a relaxed mood, discover music that relaxes you and play it softly in the background.

Task variables that affect learning are things such as the amount of information involved, essay tests versus objective ones, and the different approaches taken by different instructors. If you learn small amounts of information (i.e., chapter tests) better than large ones such as exams, plan to study a chapter a night until the exam rather than cramming the night before. Since objective tests require more knowledge of detail, a person good at trivia/details might want to ask for an objective test, while a person who likes to understand the “big picture” would prefer an essay format. Some teachers provide choices in test format. Often, in bigger schools, students also have a choice of teachers. If a student has found one whose teaching style seems to suit his or her learning style, the student should request that teacher for future classes, if possible.

Finally, strategy variables are important. Mnemonics are one strategy that works for almost everyone. For example, “Caroline” contains all the letters that are doubled in Spanish. This could really help when, for example, spelling *gato* (cat)—since there are no *t*’s in Caroline, the *t* in *gato* cannot be doubled. A variation of mnemonics is to make a silly sentence using the first letter in a string of words to memorize. Another Spanish example is to list the Spanish-speaking countries in South America (Venezuela, Colombia, etc.) as the sentence Victoria Can’t Eat Peas, Beets, Carrots, and Uncooked Potatoes. Let the students, however, make up their own sentences, or have a class contest to do so, and they’ll remember them better. The word *Caréful* is useful in French, as it contains the letters that are pronounced at the end of words; in most cases, all other letters are silent. I still remember inventing (and drawing a caterpillar-like monster) the “Be-ent-er-ver-zer” (one syllable on each section of the monster) in order to remember some verbs with inseparable prefixes for a German lesson. The name contained the beginnings of all the verbs I needed to remember.

Education Abroad

Japanese students traditionally score higher than American students on tests, and social psychologists have been studying their educational system and techniques to determine what differences there are. They hope to apply these to education here in America; the University of Michigan, in particular, is investigating and promoting the Japanese approach to learning.

The major differences lie in students doing less drill and seatwork, less repetitive practice during class time. Instead, whole class discussions and project-based learning are initiated, which encourage students

to find solutions and strategies, explaining their thought processes. Students are encouraged to give feedback to each other. Japanese texts also purposely use real-life situations to show the relevance of what is being taught, along with eye-catching pictures and many short story-type presentations of data such as vocabulary or grammar ideas.

The countries (including Japan) whose students score better than ours basically use the following ideas:

- More is not better. In-depth learning is preferable to quantity of material covered.
- Conceptual thinking is used much more often than rote memorization and drill.
- Problem-solving and sharing strategies and concepts are the best strategy.
- The person leading discussion should not supply the answer right away, so all can participate.
- Learning should be made meaningful for students.

I find it interesting that these five strategies are some that not only are sound according to the principles of the latest brain research but that teachers on block schedules and those using CI strategies also often emphasize. When teachers worry about “getting the material covered”, perhaps they are overlooking the benefits of in-depth coverage. Learning that goes into long-term storage is the goal of educators, rather than a “spray and pray” approach.

The conceptual idea can easily be applied to language learning by using methods I observed in math classes. When a teacher asks a student to write on the board, the teacher afterward asks the student to explain why he or she wrote it in that way. Walking mentally back through the thought processes that were used, such as “I decided to use the imperfect tense because this was description, and so I dropped X from the verb and added Y” will more firmly fix the process necessary in that student’s memory. It will also embed the idea in classmates’ minds due to the frequency of hearing others go through the same processes they themselves used or perhaps hearing an approach they had not yet considered. Taking the class time to do this is important and should show good results, whether in “share with a partner” or whole class.

Using concept attainment and deduction strategies (based on scientific observation of data, drawing conclusions from it, and forming a hypothesis, or vice versa), used frequently abroad, fits perfectly with active learning through discussion of learning.

Concept Attainment

This activity begins on the individual level as a sort of guessing game but, once students have caught on to the concept through trial and error, proceeds to pairs work and ends as a group activity. It is used to introduce new material, replacing the traditional lecture method. You can use it to introduce almost any topic. Prior to beginning the activity, the teacher selects the concept to introduce and also chooses and organizes the examples that contain characteristics of this concept. At least 20 pairs are needed, especially for more complex concepts. Few texts provide such lists, so it will involve a bit of work and thought. Concept Attainment works well for introducing concepts like masculine/feminine/neuter endings, teaching students to identify a particular style of art or that of a particular artist, or learning how to form a new verb tense.

In phase one of the activity, in class the teacher lists several examples, labeled as positive (good/“yes”) examples of the concept or attribute or negative (bad/“no”) examples. The teacher asks the students to contrast the positive examples with the negative (to themselves, not out loud) and take notes on those differences. (Note: this would be a good sponge activity.) The teacher can, if desired, underline portions of the example in order to call attention to the important portion to examine. Then the teacher adds a few more examples, asking students to make a hypothesis about what the difference is between the positive and negative ones. Then, a few more examples are given to test the hypothesis and refine it. Then, a new step: unlabeled examples are presented, and students are asked to (still working on their own and not out loud) guess, using their hypothesis, if they are positive or negative. (Students love this approach: it is challenging yet game-like.)

Phase two begins when it looks like most of the students have a workable hypothesis. (Use body language to identify this: nodding heads, smiles, etc.). Pair the students and have them share hypotheses with their partners and then test these new, combined/synthesized hypotheses with a few more unlabeled examples. The final step is to share these as a whole class discussion. At this time, the teacher confirms the correct hypotheses—refining how they are stated, if necessary—and supplies the name of the concept (i.e., “This is called the future tense, and you have correctly identified how it is different”). Finally, the student pairs generate their own examples of this concept.

Concept Attainment is also an excellent review or evaluation tool if you want to check to see if some material you covered previously has been mastered: by giving good and bad examples of the concept, you

will determine the students' depth of knowledge by how quickly they catch on and also will reinforce their understanding of this concept.

Concept Development

There are three basic steps in this method, which was first used in scientific investigation:

First, a set of data on the topic is created, either by the students or by the teacher; second, the data elements are grouped into categories based on similarities observed; and third, these categories are labeled or named. When students identify the similarities, they are using many higher-level thinking skills (interpreting, inferring, generalizing), which lead to a greater ability to manipulate the category and apply it to new situations, so this strategy is very often used to teach basic grammatical concepts, such as how an adjective, adverb, phrase, or clause functions and how it is different from other parts of speech, *without* having to teach the concept in English or use grammatical terms. Students, for example, provided with sentences with all the adverbs underlined, would group them into categories such as location, time, or description, and then you could discuss, still using the sample sentences, how any words that would fit these categories are placed in a typical sentence (i.e., immediately after the verb) without having to use the word "adverb".

A couple of warnings: the more examples the better, and, even more important, the simpler the better. Beware of "false decoys" such as sentences in which some have noun subjects and some have pronouns or alternating adverb clauses with simple adverbs. Make sure the only element that varies is the adverb or whatever concept you are presenting. Use the words in a sentence so the students learn to handle them in context.

I like to use the Concept Development method in French for the simple IR verbs (*dormir, partir, servir, sortir, etc.*), which are rather confusing for my students when simply presented separately in the book. A similarly useful activity is to present students with sets of irregular verbs whose *nous/vous* forms closely resemble the infinitive (*vouloir* and *pouvoir*, followed by *aller, boire, and devoir*) and have students discover this pattern for themselves, using Concept Development) and then apply it to new verbs.

One small variation is to have the students create their own data file (step one), perhaps by looking at a page in a text and making a list of what they see/read. For example, in French, by making a list of fruits, they might discover that most fruits listed are feminine in gender and end in *-e*, a useful generalization.

Making it Meaningful

There are three lesson-planning strategies that also directly involve active learning. Each could (and probably does) have a book written about it alone, so I only summarize them here:

Thematic Units

The emphasis on teaching world languages is on relevance. The National Standards' Communication, Communities, Culture, and the other two C's all promote student involvement with the language, which, in turn, according to brain research, will make that material more likely to go from the working memory to long-term storage. Interdisciplinary learning, another new trend, also aids students in making a lot of connections between material learned and material previously learned in other classes, making the material much easier to retrieve from where it is stored in the brain. Pre-AP and AP programs are organized around these thematic units: Families and Communities, Personal and Public Identities, Contemporary Life, Beauty and Aesthetics, Science and Technology, and World Challenges. All the CI (and AIM) programs as well as other programs such as Educorock's DJ Delf are also composed of thematic units.

Integrated Performance Assessments

An IPA is a perfect way to introduce active learning (and spiraling) as well as culturally authentic material and tasks (the great strength of this method) into a unit, perfectly correlated to the ACTFL National Standard #1: Communication. An IPA involves at least three tasks involving only one theme or concept (whether vocab, grammar or cultural), one for each of the three modes—Interpretive, Interpersonal, and Presentational. While the interpretive mode isn't usually very active, the other two modes are great examples of active learning.

An interpretive task usually involves having students listen to, view, or read something aligned to the learner's proficiency level (Novice, Intermediate, or Advanced). Ideally it would be an authentic resource. Students are asked questions about it written on two levels: literal and interpretive. A literal level question when reading a recipe might be "What word means 'potato'?" or "How many vegetables are listed?" An interpretive question might be "What meal would this dish be appropriate for?" or "What American dish might this be compared to?" or "What other ingredient could be added to make this even better?"

An interpersonal task generally involves speaking with another person in an unrehearsed and negotiated manner. Unrehearsed means learners need to "think on their feet", not memorize or read from notes.

Negotiated means they must listen to the other person and react to what that person says. Staying with the food unit idea, I might have students plan aloud what they need to buy for a dinner party, how much to buy, and how it should be prepared. I could also set up a shopkeeper/shopper situation where one says the dish they want to make and the other recommends ingredients.

A presentational task is an oral or written performance done before an audience. This must be a “polished” product and so the preparation, practice, and revision processes are important parts of the task; evaluation is done on all those, just not the final one. For a food unit, a video or live performance where a student prepares a culturally authentic dish is both high interest and enjoyable for the audience, as students love to sample food.

It doesn’t matter at all which activity you do first, second, or third. Rubrics for evaluating IPAs are easily found online. An IPA may be done as a formative (practice) activity, or one or more of the elements can be a summative grade for the theme or unit.

If you are a French teacher (though many of these will work for any WL teacher, some are in French), I have a public IPA Resources Symbaloo online at this address: www.symbaloo.com/mix/frenchiparesources.

Project-Based Learning

PBL is also based upon active learning. It is just what the name says: learners are assigned a project involving a theme, topic, or skill, with a performance-based product. Projects allow for and require students to engage in real-life communication, in context, with real people, often across the globe. There are several requirements regarding the projects:

1. A need to know (involving student interests or a real-life application).
2. A driving question (“driving” is loaded with action!): A driving question should engage students to solve an authentic problem in a creative, standards-based way (Norman and Schmidt, 2000).
3. Student voice and choice: Students may modify the project or choose their own groups or design the final assessment and/or rubric for the project, for example.
4. 21st century skills (especially collaboration, communication, and critical thinking).
5. Innovation: Learners must not be able to use Google to find something to use without modification.
6. Feedback and revision: As for an IPA, there must be practice presentations and modifications to the original.
7. A product presented to an audience other than the teacher.

Again, for a food unit, I'd combine PBL with a study of a variety of different TL-speaking countries' cultures to create an ethnic restaurant here, representing the food from a chosen TL country. Students would name the restaurant, develop a menu (complete with descriptions of the dishes), and also develop a logo, Twitter account, and website for it, consistent with authentic ones found on the Internet. To incorporate speaking, students would either do a recorded advertisement or a live pitch as the owners, wanting the audience (local or global) to come to their restaurant. To incorporate a global aspect, they might survey people in their chosen TL country online about their favorite foods and restaurants or post their final presentation for comments from them.

Finding Authentic Resources: Suggestions

Since IPAs are very dependent on using authentic resources, and students researching for PBLs will run across them, I have a few tips on how to find them easily.

How far education has come since I first began, when my only authentic resources were ones I either got from a TL newspaper or magazine or brought back with me from a trip overseas. One other resource from back then, however, is still a good one: write the embassy of an TL country, tell them you are a teacher, and ask! In this way I have received flags, posters, CDs, brochures, and even some food samples. I make a point of telling them that I don't care if materials are for events that have already occurred, and instead of throwing them away, they send them to those who ask.

Of course, online is a treasure trove of TL materials. You can find almost anything on YouTube (but be prepared to spend time previewing to make sure it is school appropriate and not boring). I find better videos if I search in the TL if I want the video to be in that language. AATF (French) has a great playlist, organized by topics, at www.youtube.com/user/aatfrench/playlists.

Google and Yahoo also have their own versions for any country. For Yahoo, just change the "www" before the word "yahoo" to the country code: fr (France), qc (Quebec, in French), espanol (in Spanish), es (Spain), mx (Mexico), jp (Japan), ch (Switzerland), de (Germany), hk (Hong Kong). For Google, remove the "com" and put in the prefixes listed prior: www.google.es, for example. From these, you can find menus, rental listings, online grocery and clothing stores, online magazines for teens, and so on.

I love infographics as they are accessible even for my level 1s. Just do a search using the topic and the TL word for infographic with a plus sign between them: infografia+deportes just got me 47 million hits (and links to articles on how to use them) for sports topics: equipment, fitness, frequency, health benefits, and more.

And don't forget your PLN (personal learning network). There are groups on Facebook where you can post "Does anyone have a good resource for [topic]?" and get lots of suggestions from fellow teachers. I belong to lots of them; just type your language into the Search feature and you won't be sorry.

One More Thought

One final question: If active learning works so well, why don't more teachers use it?

- We tend to teach the way we were taught. Try to think of what is best for the students!
- We know and love our subject matter and love helping others by explaining. But just watch the energy in the room while you guide and encourage learners to explore actively. This can be much more enjoyable (and less work), and the feedback you'll get is very informative.



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2

Research-based Active Learning Practices

In the era of No Child Left Behind, any educational initiative must result in increased student achievement as measured by systematic, empirical research. This chapter discusses the most internationally known, scientifically researched, and teacher-tested and teacher-accepted learning methods: Gardner's multiple intelligences, Marzano's best practices, and Krashen's Comprehensible Input (CI) methodology, with examples of active learning applications for each.

Gardner's Eight Intelligences and their Applications

In 1983, Howard Gardner proposed his Theory of Multiple Intelligences, which is accepted and taught widely today. He defines intelligences as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner & Hatch, 1989). His theory is based on biological and cultural research and expands the traditional outlook on intelligence from just verbal and logical/mathematical to also involve music, spatial relations, physical activity, interpersonal and intrapersonal relations, and naturalistic intelligence as well.

Gardner's eight intelligences theory states that all eight intelligences are needed to function productively in society and must be considered of equal importance. Therefore, teachers need to use more variety when

teaching to appeal to a broader range of talents and skills to engage most or all of those intelligences.

This need for variety when teaching is one world language teachers have recognized for years but perhaps have not implemented as effectively as we could. During one grading period, we perhaps did something musical, something active, something communicative, something artistic, and so on, but not during one unit or one lesson. This chapter suggests types of activities for you to choose from for each type of intelligence. A varied daily presentation of material will not only excite students about learning but will lead to a deeper understanding of the material because it reinforces the same topic in a variety of ways.

Using Multiple Intelligences in the World Language Classroom

All students come into your classroom with different sets of developed intelligences. The fact that they all have strengths and weaknesses is not a new concept at all, but the fact that you, the teacher, need to appeal to many is now of greater importance than ever. One way to do this is to modify assignments to accommodate more learning styles. For example, I gave an assignment which had previously only been one option—to write a short story—and I offered two or three options from among these: short story, poem, cartoon, postcard, song or rap, video, or slide show. Not only did I get a wider variety of output, but the general quality was better, more students completed their work, and test scores improved, as well.

Of course, it is foolish, and quite impractical, to appeal to every learning style in every lesson, but a little effort to offer more variety will pay great dividends, both in student engagement and performance and in their satisfaction with you and the language you teach. An awareness of your students' learning styles will also help you show them how to become better learners. For example, you could suggest that an especially musically intelligent student learn verb endings by making up a song about them or that a kinesthetic student should associate each subject-verb ending with a different gesture or movement. Teaching students how to use their more developed intelligences to learn material outside the classroom will also free you from having to appeal to every intelligence every time, instead working to strengthen their weaker learning styles.

Assessments need to be changed, as well. As you will see, Linguistic intelligence involves listening, reading, writing, and speaking a language—everything we do in a world language class. It's no surprise, then, that most standardized world language tests only appeal to this one intelligence. Assessments are needed that allow students to explain

Figure 2.1 Gardner's eight intelligences

Linguistic	Listening, speaking, reading, and writing
Logical-Mathematical	Using deduction, induction, patterning, interpreting graphs, and sequencing ideas
Visual/Spatial	Using three-dimensional ways to perceive imagery, navigate, produce, and decode information
Kinesthetic	Using the mind to control bodily movements and manipulate objects
Musical	Using rhythm, tone, melody, and pitch
Interpersonal	Communicating and collaborating with others
Intrapersonal	Maintaining self-esteem, setting goals for oneself, and acquiring values
Naturalist	Sensing patterns in and making connections with elements in nature

the material in their own ways using the different intelligences: student portfolios, projects, journals, performance assessments, and creative tasks. The ACTFL has indicated five aspects of world language teaching: Communication, Cultures, Connections, Comparisons, and Community, as evidence of our recognition for a need for variety in world language education.

Especially interesting is that Gardner's research (2006) argues that culture plays a large role in the development of intelligence and that different cultures will value different types of intelligence. Gardner discerned eight intelligences (Figure 2.1). The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in that area. We, as world language teachers, should teach our students to look for these cultural differences and understand them better.

Linguistic Intelligence

Linguistic intelligence, according to Gardner (2011) consists of the ability to read, write, and speak a language to express and appreciate complex

meanings. It also involves the ability to use language in order to remember information (reading for understanding as well as taking notes). Linguistic intelligence–influenced teaching and testing dominates most Western educational systems (Lazear, 1999).

Listening

The first skill that is part of linguistic intelligence, and the first that world language students are asked to use, is listening. From the very first day of class, students will listen to the teacher speak in the target language (ACTFL prescribes 90% usage of the target language, or TL). Listening is much more important than you may think. Postovsky (1981) found that focusing on training students in listening comprehension early in the first level had a much greater effect on the students' world language skills than did an initial focus on oral use of the language.

What many teachers do not realize about listening is that this activity inherently involves a huge time lag that students rarely take advantage of: a speaker can only speak about 200 words per minute, but a listener can hear and process from 300 to 500 words per minute (Campbell et al., 2004). Students need to learn how to make use of that extra time.

One easy way is to encourage students to repeat, aloud or silently, all or part of what was heard. Repetition of passages appears to improve listening comprehension more than any other technique (Berne, 1995).

TAKING NOTES

Teach your students to take notes, especially to identify the main purpose or main point the speaker is trying to make. When taking notes, as well as underlining the most important ideas supporting the main point, learners should place an asterisk (*) next to unclear concepts and/or particularly interesting items, as well as write questions. See Figure 2.2

CCSS: SL.2, 3; ACTFL:
Interpretive, Novice
Mid; B: Understand;
DOK 2

for an example of a form given to teach notetaking as well as elicit multicultural observations. It was used as a part of a learning center, where students listened to a conversation in which two students planned their evening activities: where to go, what time to meet, and who to invite with them.

Other things you could ask students about such a conversation, especially beginners, are: How many people are talking? How many male/female? Are they arguing or friendly? What do you think their relationship is? Doing this sort of activity early will reassure students that they

Figure 2.2 Conversational record

Name _____

Date _____

Who is speaking? _____

To whom? _____

Where are they? _____

What is the purpose of this conversation? _____

List the topics discussed:

1. _____
2. _____
3. _____
4. _____

What was their final decision? _____

Did this increase or decrease your stereotype(s) of French students? Explain.

List any questions you may have about this conversation (vocabulary words not understood, cultural ideas, places named, and so on): _____

What was the most interesting thing about this conversation?

are not expected to know everything they hear and that they do understand more than they think they do. Confidence in listening abilities is an important attitude to instill in your students.

AUTHENTICITY

An important aspect of *any* target language activity is the need for two things: variety in the type of activity presented and authenticity.

World language students are usually asked to listen to conversations, stories read aloud, and lectures via the Internet or the teacher. These may be presented live or on video or audio by native speakers with a variety of accents or by non-native speakers such as the teacher or classmates. Research on listening points to the increased benefits of video listening as opposed to audio only (Bal-Gezegin, 2014): remember the 30% better retention rate for “see and hear” vs. just “hear” on the Glasser scale.

Authenticity is also a strong factor in the quality of learning. There are strong arguments for using technology to provide a wide variety of listening activities through target language films on DVD or the Internet, as well as native speakers and music. The more different types of sources, different types of listening passages, and different modes of presentation, the better the language is learned (Rost, 1991). Another advantage of technology such as YouTube is the ability to view a selection multiple times and to slow it down as well, just as might happen in a live interaction where students could ask for something to be repeated, more slowly.

Finally, it is possible to teach your students to be better listeners, but you might be surprised which approaches seem to work best. One way that research says has little benefit is providing students with a list of vocabulary as a pre-listening activity. Instead, they say it is much better for students to be either provided with a short synopsis of the listening passage or be allowed to preview comprehension questions that will be used afterward (Berne, 1995). Why make a secret of where the activity is headed? Real-life conversations always take place in a context. Too often listening activities lack this aspect, and students waste valuable time listening for the setting and purpose of a conversation pulled out of context, instead of its content/message.

TIME TO PROCESS

It is important to remember to keep listening activities short. A student is like a glass of water. Even the strongest student (biggest glass?) will overflow if you continue to pour in information without giving him or her time to process it. In fact, even the best student cannot absorb more than about ten minutes’ input all at once. Think of that the next time you lecture for more than ten minutes. Do you have to stop talking? Of course not; just structure your lecture to include time to summarize and/or discuss what has been said.

Here is how to have students handle a longer listening activity, ideally:

Before, have students write down:

- everything they already know about the topic;
- questions they have about the topic; or
- how they feel about listening to this talk (a Know-Want-Learn form works well for this).

CCSS: W2; ACTFL: Presentational, all levels; DOK 1

During the activity have them list the main points you or the speaker make, but stop every five minutes or so and have them process what they've heard by doing at least two of these:

- underlining the most important thing written so far;
- putting a star next to the most interesting thing;
- reading someone else's notes and having a brief discussion (agree/paraphrase, etc.);
- turning to a partner and summarizing; or
- looking back at the list of questions written before the lecture and checking off any that have been answered.

CCSS: W9, SL1, 3 and 4; ACTFL: Interpretive, all levels, or Interpersonal if spoken; DOK 2

While students do these, there will be valuable feedback for the instructor on what the students have or have not comprehended.

Afterward, ideally within the next eight hours, for maximum learning to take place, have students jot down or tell someone else (a classmate or even a parent):

- what they heard that was new to them;
- how what they heard relates to what they had already known; and
- the relevance of the information in the lecture to their own life.

CCSS: SL1, 3, 4; ACTFL: Presentational, all levels; DOK 3

Students love to be read aloud to or told stories, even high school seniors. Most of us have collected little children's books in our target language and may use them to teach colors or numbers, illustrate verb tenses, or introduce cultural things such as familiar fairy tales. However, since, according to Glasser's scale (see Chapter 1), students only remember

20% of what they hear, you need to involve them more. Present visuals during the story (students remember 50% of what they see and hear), or have students discuss something during a break in the reading (70% on Glasser’s scale) or act out what they have just heard (80% for personal experience)—even if it’s just something like, “Show me with your face how this character feels”—or, at the upper levels of world languages, have the students take turns reading to each other (95% retention of what we teach to someone else) and perhaps alternating reading with translation as a partner activity.

The addition of visuals will also appeal to the students’ spatial intelligence, acting will appeal to the kinesthetic, discussion to the interpersonal, and reading to each other to the intrapersonal—you can easily see how you could use one activity, modified slightly, to provide more variety and appeal to different students’ strengths. The TPRS method (see more about this under the section on kinesthetic intelligence) uses many props and visuals.

Finally, Figure 2.3 gives suggestions to use in grading rubrics and share with students to show them how they can be more active and successful listeners.

Speaking

Speaking may be formal or informal in nature, humorous or not, presenting brief data or storytelling, but in a world language class, in the context of linguistic intelligence, it does not mean short replies to a teacher’s questions or repeating aloud what was heard. Speaking means producing communicative responses to a given situation, and, of course, Communication is one of the five goals in the ACTFL National Standards. Therefore, students need to be asked to explore as many different types of communication as possible. Speaking usually takes one of the following forms:

- Conversation/discussion
- Simulations or skits
- Circumlocution (description)
- Memorized speech
- Oral reports
- Interviews

Q and A (conversation/discussion): The simplest form of conversation is the question-and-answer format. I have a game we play called “Hot Seat”, in which students prepare a set of questions to ask classmates.

Figure 2.3 Eight steps to better listening

For better listening:	Weak listeners:	Strong listeners:
1. Find areas of interest.	Tune out “dry” subjects.	Ask “what’s in it for me?”
2. Work at listening.	Fake attention; easily distracted.	Concentrate and show active listening posture and gestures.
3. Listen for ideas.	Listen for facts.	Listen for themes.
4. Judge content, not delivery.	Tune out if delivery is poor.	Judge content; skip delivery errors.
5. Be patient and continue.	Give up if listening becomes difficult.	Listen for possible clues or answers later in a sentence.
6. Be flexible.	Take intensive notes using only one system.	Take fewer notes and use four or five different modes.
7. Keep your mind open.	Agree with information only if it supports your ideas.	Consider all points of view before forming opinions.
8. Use a graphic organizer.	Get off task easily unless the task is well defined.	Listen for key words.

One at a time, they take a turn in the Hot Seat (a high chair set in front of the class) and answer ten different questions put to them by ten different classmates. In addition to taking a turn in the seat, each student is required to ask ten questions. Note: make sure these questions are not yes/no or either/or questions and are not totally obvious (like “What color is your hair?”). To make it a bit more conversational, let the person in the Hot Seat ask questions of the questioner, either asking them to explain the question a little more or adding something like, “And how about you?” to their answer.

Another question-and-answer game is called “Twenty Questions”. Have students think of famous people, places, or

CCSS: SL1, 6; ACTFL:
Interpersonal, Nov-
ice Mid to High; B:
Apply; DOK 2

CCSS: SL1, 3; ACTFL:
Interpersonal, Nov-
ice High

even just vocabulary words, and then have students ask them questions, in the target language, and try to guess. For example, if the topic is food vocabulary, students might ask questions like, “Are you a fruit or a vegetable?” “Are you large or small?” “Are you eaten for breakfast?” and so on. The student who correctly guesses the word takes over the chair, and a new round begins.

CCSS: SL1, 3, 4; ACTFL:
Interpersonal, Inter-
mediate Low; DOK 3

Another question-and-answer game is called “Botticelli” and is for upper-level classes only.

The person who is “it” pretends to be a well-known person, either living or dead, and tells the other players the first letter of his or her last name. The others ask yes-or-no questions to discover who “it” is. However, to earn the right to ask a yes-or-no question, the person must first ask “it” a question they cannot answer. For example, the questioner might ask, “Did you invade England in 1066?” If “it” answers, “No, I am not William the Conqueror”, then the questioner may not ask another question. If, however, “it” is stumped by the question, and the questioner tells “it” the correct answer, then the questioner may ask a yes-or-no question about the person “it” is impersonating, such as “Are you male?” or “Are you alive?” If the questioner asks a question about the person “it” has chosen to be, “it” answers—for instance, “Yes, I am Mad King Ludwig”—and the round is finished, and the person who asked the question is the next “it”.

CCSS: SL1, 4, 6; ACTFL:
Interpersonal, Nov-
ice High; B: Apply,
DOK 2

The next level of conversation is one in which additional information is given which is not asked for. This may be in the form of introducing a new topic or just expanding on an old one. My classes often do an activity I call “Elaborations” in which a ques-

tion is asked which is a yes-no question but to which students are not allowed to simply answer yes or no. Instead, they must provide at least one more item of information. For example, if asked if they like pizza, they could say that they indeed like pizza and continue with what brand they prefer, what their favorite toppings are, or when and where or with whom they last ate pizza. More advanced classes should do longer appropriate dialogues, for example, “Say, Paul, how are the slopes?” “Great! I’m going back up right now”. “Is the snow good?” “Yes, it’s deep”.

Conversation stimulators. If you have a group that is reluctant to talk, try one of these ideas:

CCSS: SL1, 4; ACTFL:
Presentational, Nov-
ice High in sentence
form; B: Understand
or Apply; DOK 2 for
all in this section

- Hand around a bowl of M&Ms, Skittles, or other small treats to the class, instructing them to take a few and place them on the desk to await further instructions. After everyone has taken a few, tell them that they owe the class one sentence, for every one they took, on a topic (their summer vacation, their likes and dislikes, or something relevant to the chapter you are on). Note: once you've done this, they'll take just a few, so next time, tell them to subtract their number from a bigger number and do that amount. Specifically, if one only took 3, and 20 is chosen to subtract from, he'd have to do 17, but if another took 12, he'd do 8.
- A less expensive version, but which high school students think is hilarious, is to hand around a roll of toilet paper, asking each student to take some. Again, for each square of TP, they owe one sentence. It's fun to watch them move their fingers slowly down a strip of toilet paper from square to square as they speak. If you want, have them tear off the squares as they complete them, tossing them into the air.
- Yet another enjoyable way to limit/force speaking is to give a student a jar of bubble liquid and a topic to speak on. Have the student wave the wand and then speak until the last bubble has broken. If students don't produce enough bubbles and don't speak for as long as you would like, pair them and have them make bubbles for their partner.
- Take a ball of yarn or string. Tell something about yourself and, holding the end, throw it to someone else. They tell something and, keeping hold of the yarn, throw the ball to someone else, until everyone has one. Then, reverse the direction, with the class trying to remember what each person has said, aloud, winding the yarn back onto the ball as you go. This activity tests listening and speaking skills and is good for team building as well.
- If one person monopolizes conversations, consider using "talk tokens". Before the discussion, give each person the same number of tokens. Each time a person speaks, he or she must put one token in a container. When anyone is out of tokens, they may not speak. You could also designate an item (a stuffed animal or realia item, for example) that the speaker must hold, and only someone holding that item may speak.

CCSS: SL 1, 3, 4, 6; ACTFL:
Interpersonal, Novice;
B: Apply (speak) and
Analyze (discuss);
DOK 2

Think/Pair/Share (T/P/S). This is a very good activity to use in almost any classroom situation in which you would like to begin a conversation or discussion. First, ask a question of the class, telling them to think silently for a minute or so. Then pair each one with another and have them exchange opinions. If there is disagreement, they must explain further, until they reach an agreement. If you want the paired students then to share their opinion orally with others, there are several options. One is to combine the original set of partners with one other set and have them interact once more (usually called Think/Pair/Square). This is really beneficial if they are practicing a structure or vocabulary that will come up on a test. The more times they must say it, the more firmly it will be embedded in their minds, and the more different versions of it they hear from others, the more likely one will stick in their minds.

Another way to have them share with others is to call on selected students to say theirs. This could be done randomly by the teacher (or perhaps based on good ones heard while walking around during the sharing sessions), or have each team pick their favorite to speak, or use the draw-a-name-from-the-jar method. However, my favorite way to have the whole class share is to ask the students to stand up when they have finished sharing with their partner. Not only can the teacher see clearly who is still working (or needs help) and go to that area, it is one more chance for students to get out of their seats—student movement which is built into the lesson plans. Once everyone is standing, there is another benefit: the teacher will pick one student at random to say the phrase for the class. When he/she is done and sits down, the teacher asks everyone else with that answer to sit also. The whole class will look to see who has the same answer, and a little bit of “bonding” occurs based on similar interests. The teacher will also get a very good idea of how similarly the class feels on that topic and, by writing on the board what each person/group answers, will have a nice list for review (or for visual learners) by the time everyone is seated.

Some possible T/P/S topics might be: Why did you take this class? What would you most like to learn this year? What sport is the most interesting? What is your favorite holiday and why? What is your stereotype of a Spanish/French/German/Japanese person? What city would you most like to visit and why? If you had a million dollars, what would you do? These generally are short-answer questions, and a Think/Pair/

Share activity doesn't take very long to do. According to Glasser's scale, discussion has a high retention of material, and so these are very worthwhile to do. The "think" portion is also a very good activity to use at the beginning of a class period or as a transition activity (as students change seats, hand in papers, and so on).

Telephone Use. If you have school voice mail, a free Google Voice account, or use a Padlet, Flipgrid, or other online platform where a recording may be made/uploaded, you have a valuable conversational accessory. Assign your students to make calls to you on various topics. Be very specific. As a basic call, tell them they must greet you, identify themselves, and then tell you something, ask you something, and then say goodbye. Here are some other things I have asked my students to do:

CCSS: SL1, 5, 6 and L1;
ACTFL: Interpersonal, Novice High for 1–3 and Intermediate Mid for 4–5; B: Apply; DOK 2

1. Name three things they saw at a local store and want to buy. Ask me to lend them money.
2. Phone in a response to a note they got. (I wrote each student a short note asking him or her to do something with me.) They were to tell me that they could not accept and why.
3. Call and ask me to do something with them: tell me what we would do, when to meet, when we would get home, and at least one reason why I would want to do this with them.
4. Tell me they saw another classmate, where he was, and what he was doing. Ask me to call them back and tell me what number to call. (This uses imperfect, preterit, and commands.)
5. Pretend they are at a restaurant in (city). Tell me the name of the restaurant and what they are eating. Ask me a question about a monument or museum in (city): a review of food and culture.

With very little thought, it should be easy to come up with a phone call topic for every unit.

(Note: this could also be used as a writing prompt for a note or a text message as well).

Circumlocution activities. Circumlocution is a longer form of discussion. It involves talking about something without specifically naming it. An easy circumlocution listening activity involves the use of pictures from the text, numbered and displayed to students. The teacher would

for speaker: CCSS: SL1, 4 and L1; ACTFL: Interpersonal, Novice High to Intermediate Mid; B: Apply; DOK 4; for guessers: CCSS: SL1, 3 ACTFL: Interpretive, Novice Mid; B: Analyze and Evaluate; DOK 3

say something like, “I see an animal that likes to eat birds. It has green eyes, a long tail, and claws. It says meow”. As the teacher speaks, the students note which picture is being spoken about. To change this to a speaking activity, you would put students in groups. Each group would have a smaller set of pictures. Students would take turns. Student A describes one of the pictures in a similar way (without using the vocabulary word). When Student A is done, the other students say the vocabulary word. If the majority

of the group identify the picture from Student A’s description, Student A gets to take the picture. If not, the picture remains there for someone else to describe. The student with the most pictures win.

Another easy way to incorporate circumlocution in a lesson is to use it for a “show and tell” type situation. Have students bring in something and describe it for the class without showing it. The others guess what it is, and when it is guessed correctly, the student may show the object. For example, I like to have students bring in something someone in their family has made when we do a unit on families. Then, while talking about it, we not only use descriptive words and verbs but the family unit vocabulary also.

CCSS: SL1, 4, 5 L1; ACTFL: Interpersonal, Novice High; B: Apply; DOK: varies by difficulty

Buzz groups. Buzz groups are cooperative student groupings designed to facilitate discussion, in the form of group brainstorming, followed by evaluation and selection of the best idea. This is a good activity for students to fill in open-ended statements (“I wish . . .”), using key structures or phrases being practiced,

that have many possible answers. It is also a good anticipatory activity before assigning a project or a paper.

One of my favorite buzz group activities involves a prop: a plastic key. I purchased keys, originally hooked together as a combination rattle/teether for babies. After separating the keys, I gave one to each student and, as homework, asked them what this key opened for them. The next day, they sat in buzz groups and discussed. (Incidentally, the buzz groups found each other by the color of their keys, an easy way for them to sit together quickly in small groups.)

Each buzz group usually has a recorder/reporter for the group. As each person speaks, the recorder writes down his or her opinions or ideas. Sometimes all the teacher does is collect these; other times the group must choose the best one to report back to the class.

Inside-Outside Circle. This activity can be used almost daily for any type of communicative exercise. First, divide the students into two groups. Have half stand or sit, forming a circle facing outward. Have the others stand or sit around them, facing inward, each with one of the inner circle students as a partner. Explain the activity: each should tell the other his/her favorite sport/greet each other appropriately (level 1) and then tell what he was

CCSS: SL1, 4, L1 and 2; ACTFL: Interpersonal, Novice Mid for short activities, Presentational Novice High for skits and longer; B: Apply; DOK 2

doing at seven o'clock the previous evening, or what he would like his parents to give him for his birthday, or whatever concept you are working on at the time. After about 30 seconds, the teacher will interrupt and instruct one or both circles to turn, move over two or three places, and do the same activity again with a different partner. In several minutes, a student will have had four or five different partners, at which point the activity is finished or the teacher assigns a different topic of conversation.

Compare the efficiency of this to the traditional method of questioning each student individually, going up and down rows until each has answered: in Inside-Outside Circle, each student speaks many times (and will be gently corrected by classmates if there are any errors) rather than only once. Each student is actively involved at all times. The student must learn the phrase, sentence, or pattern being practiced more completely in order to use it many times with partners whose answers may vary. Finally, physical movement is involved, which helps keep students active and alert.

Here are some other Inside-Outside Circle topics I have used and liked:

1. For a beginning level class: find out your partner's name, age, and hobbies.
2. The inner student runs into (literally) another, apologizes, and introduces a friend.
3. The inner student calls the outer to ask about a homework problem. The outer helps and then is thanked politely.

4. The inner student is a clerk in a (type of store) and the outer is shopping for a party/picnic/new outfit/birthday present.
5. The outer is walking down the street and meets the inner, who asks him/her to do something that evening. The outer declines, explaining that he/she has a test, and says good-bye.
6. The outer is a salesperson selling dictionaries (or whatever). He/she introduces him/herself to the inner student and tries to sell something. The inner person doesn't want one, as he/she already has one. The outer student, of course, stays polite and ends the conversation.
7. The inner person calls the home of a friend to tell him or her something important. The outer person answers as a parent, says that the friend is not home, and takes a message.
8. This may also be used to review vocabulary. Have students prepare a card, listing several vocabulary words in the target language on one side and the same words in English on the other. Each will quiz his or her partner, TL-to-English, or English-to-TL, giving hints in the target language if the partner doesn't know the vocabulary.
9. Another way to review vocabulary, which involves more discussion, is to arrange for students to pair vocabulary words in a logical fashion. For example, the inner circle is given cards with the name of a room in a house. After stating what room they were in, the outside circle asked them if they saw a (certain item, found in a house), to which they would answer positively or negatively, using complete sentences, depending on whether or not it was logical.
10. Grammar can also be practiced using Inside-Outside Circle. The inner circle has a card with a situation on it (sort of a Dear Abby type), while the outer circle advised with a phrase such as "I think that you . . ." or "In my opinion . . ." that they were required to use to begin their answer (which in French requires the subjunctive). Again, both students and cards rotated, and the advice was sometimes silly and sometimes serious, but it was a very high-interest activity.
11. Figure 2.4 is another circumlocution activity my students enjoy and which was suggested by a foreign exchange student. Each student would have a list of some typically American things. Taking turns, each student had to explain one item from the list to the partner in the target language, and the partner would guess what the idea being explained was. When they were done explaining, they compared lists to see how well they had done.
12. Inside-Outside Circle is just great for doing skits. Put the skit pairs facing another pair. Pair A does their skit, then Pair B, then they each rotate one space and repeat. If the teacher stands in one spot, in a

Figure 2.4 Circumlocution activity: Typical US things to explain to a foreigner

Partner A	Partner B
1. yo-yo	1. Barbie doll
2. cheesecake	2. Jell-O
3. cheerleader	3. pep rally
4. detention	4. field trip
5. flip-flops	5. braces
6. pajama party/sleepover/lock-in	6. garage sale

More ideas:
workshop—pun—learner’s permit (for driving)—whiteout—penalty box—playoffs—gang violence—fender bender—convenience store—bagel—CD (bank)—pom-pom—derby (horses)—chain gang—marshmallow—doggie bag—raccoon—sequins—to drop off—Mr. Potato Head—sprinkles (on ice cream, etc.)—double agent—hard hat—squeegee—Plymouth Rock—charades—apron—Drano—piñata—strings attached—the Oscars—polar bear—lunch box—hot air balloon—pretzel—hay ride—Christian music—Prom—Home-coming—Groundhog Day—Thanksgiving. Also can use the site <https://random-wordgenerator.com/>

class of 24, after six rotations, the teacher has heard every skit; every student has done the skit six times instead of once (more practice speaking *and* receiving gentle peer advice/correction/encouragement). This is much less stressful for shy students, *and* it saves a lot of class time:

If each team did a 3-minute skit, plus a minute to get up from and return to seats and a minute of teacher feedback, that would be 12 skits at 5 minutes each = 60 minutes, but using Inside-Outside Circle, two 3-minute skits plus feedback times 6 rotations = 42 to 45 minutes, enough time saved to do another activity or two.

And, if the teacher doesn’t need to hear every single skit, there is no need for six rotations; two or three are sufficient practice, so let’s say this activity now takes 25 minutes, less than half the time, and students were active all the time, either performing or listening, and they have repeated their performance three times, with peer feedback.

Kagan (2009) says that requiring the students who listened to provide feedback (praise or correction) after each performance is perhaps the most valuable aspect of this activity, so don't skimp on that portion. I have been known to give my whole class grades based on how perfect the skits were. If I heard serious errors that their partners should have caught and corrected, then the partners lost points on the activity. This is an excellent way to teach and promote social language.

CCSS: SL4, L2; ACTFL:
Presentational, Nov-
ice Mid; B: Under-
stand; DOK 2

Memorization. Memorizing and saying aloud phrases, poems, and other short bits of a target language is highly recommended. Not only do they gain a small bit of “cultural literacy” that will stay with them, but they will practice the pacing, rhythm, and flow of the target language, with an authentic resource. Poems, especially ones like Mother Goose rhymes, not only provide practice speaking the language, and have high appeal to students, but also can point out some cultural differences (or similarities) when translated. There are some very good sources for children's rhymes on the Internet. It's not authentic, but my morning students all learn the Pledge of Allegiance in the TL as our state requires it to be recited every morning.

For vocabulary, have students learn a new word every day, in class as well as over the holidays or weekends, and then practice them in conversation. There are two types of mnemonics (memorization methods) that work best: rhymes and reductions. Rhymes and jingles, especially ones that teach a concept, are worth a dozen lectures. They are easier to memorize if they rhyme and even easier if they are set to music. (See section on musical intelligence for several suggestions.) For students who are oral learners, record the rhyme and play it back. For visual learners, provide a written copy. For kinesthetic learners, add gestures.

Reduction mnemonics are also a method of memorizing, in which information is clustered or chunked for the students by reducing a lot of information to a shorter form, with one letter to represent each shortened piece, making it easier to handle and remember. In French, we use BANGS to remember the rules on adjective order. Most adjectives follow the nouns they modify; the exceptions are the ones to do with Beauty, Age, Numbers, Goodness, and Size. Spanish can teach the subjunctive by using the words WEDDING and DISHES (see Chapter 5 on teaching the subjunctive). The French subjunctive can be taught using UWEIRDO, similarly to Spanish. Reductions can also be in sentence

form. For example, the descending order of metric prefixes—kilo, hecto, deca (measure), deci, centi, and milli—become the sentence “King Henry Doesn’t Mind Drinking Cold Milk”.

Oral reports. Public speaking is usually required in any class but consider using Inside-Outside Circle (see the previous section of this chapter) for this type of activity, as it encourages active participation at all times, as well as decreases the fright factor for shy students, as they don’t have to face an entire room of people all at once.

CCSS: SL4 and L1;
ACTFL: Presentational, Novice High to Intermediate Mid (debates); DOK 2

However, there are some very rewarding activities to evaluate student learning and progress orally. Here are some tips for a successful oral presentation:

- Try to make reports more interesting by varying the setting. For a report on ecology or the environment, go outdoors. If the students are reading a poem or performing part of a play, go to the auditorium. Instead of a plain report in front of the blackboard, make a backdrop: for example, a café scene for a report on food or a TV news set for an activity like the next one.
- Try the talk show format, complete with authentic touches like backdrop, costumes, and even commercials. Make the report a “special broadcast”: a famous person has just passed away, and the student will recap that person’s life for the class (who take notes, of course.) Or arrange for one student, or a panel, to interview another student pretending to be a famous person or an expert on something like the environment, a sport, movies, or politics. Do the talk show live or on video and assign another group to do the commercials on products typical for that type of program or that country or time period.
- If possible, structure presentations so the student is not presenting alone. For example, in a unit about movies, do a “thumbs-up, thumbs-down”-type presentation as an oral report. Each student would give his or her opinion about the same movie, agreeing or disagreeing about various aspects. Let them show a short clip of the movie and your classes will beg to do this activity again.
- Make the report a debate or a panel discussion. For example, have two students argue whose food item is healthier, whose hobby is more interesting, which sport/city/holiday is better, and why.

- Incorporate props whenever possible. Posters are OK to use, but everyday items are more interesting. For example, students speaking on a city/region/country/holiday could have a suitcase and, as they pull items from it, explain what each would be used for: suntan lotion for the many beaches, a menu of typical foods, a charcoal briquette for the coal mined in the area, and so on. If students are talking about themselves, have each person bring in three items that show something about himself or herself. A student might bring car keys, an award, a picture of their horse/pet/family, and so on. Not only do these items jog the memories of the presenter(s), but they take a bit of the focus off the person giving the report, helping shyer people and, again, more directly involving the audience.
- Make oral reports more interesting by audience participation. Have students prepare a list of questions about a city/region/country/event/holiday or custom they have researched and distribute these questions to their classmates. If the order of questions is important, they should number these questions. Then, have students ask these questions, which the reporter will answer. This is much more relaxing (and entertaining) than the standard speech.
- Have the audience participate by reviewing the speaker—but don't make it negative. Have your students list the things they liked best about the report. Don't let them criticize, except perhaps to have a listing such as "I wish you had told more about . . ."

CCSS: SL1, L1; ACTFL:
Interpersonal inter-
view, Presentational
for reporting results,
Novice Mid to
Intermediate Mid; B:
Remember; DOK 1

Interviews and surveys. An interview can also be a great *short* communicative opportunity. Students love to learn more about each other. Pair students and have them interview each other. You may give them a set of prepared questions on a topic such as: family members and pets, food likes and/or dislikes, sports and hobbies, vacation plans, future plans (college, career, family), what makes

them angry/happy/sad, or chores they have to do at home. Most topics lend themselves to this format.

However, many students prefer not to talk about themselves. If you have a class like this:

- Have the partner take good notes, verifying what is written with the interviewee (writing *and* reading practice), and then report on their

partner's responses to another person or pair. This would practice changing the verbs from the "I" form of the interviewee to the "he/she" form for reporting, as well as changing any possessive adjectives ("me/mine" to "him/her/his/hers"), so I highly recommend it.

- Have students write questions and then interview native speakers of the language who work in the school (students, teachers, other staff and employees) or who live in your area and/or people who have traveled to an area that speaks your target language: topics can be where they are originally from, how/when/where they came to the US/foreign country, their initial reaction, cultural surprises, and so on.
- Give your students the option of presenting live or on video.

Since there is usually no whole class presentation made, unless you need to grade these, you will simply need to eavesdrop a bit. If possible, take notes and, the next day, provide your students with a list entitled "Find a Classmate Who . . ." and have them locate the person described and ask the person referred to in that item to sign or initial that space. Reward the first few who complete the activity or all who get every blank signed correctly. Here are some examples:

Find a Classmate Who:

- _____ 1. Plays football
- _____ 2. Hates oranges
- _____ 3. Lived in New York
- _____ 4. Wants to be a teacher
- _____ 5. Has a grandma who speaks Spanish
- _____ 6. Spent last summer cooking at (local restaurant)

This is a good "mixer" activity in an intermediate or advanced class.

Story sequencing. Using a storyboard (such as those available online at MakeBeliefsComix.com, www.makebeliefscomix.com/Printables/, or drawn by your students), cut the cells apart, and give one to each student in a group. Without showing them to each other, they take turns describing theirs and decide what the logical order would be.

CCSS: SL1, 4, L1;
ACTFL: Interpersonal, Intermediate
Low to Mid; B: Analyze; DOK 2 or 3

CCSS: RL1, SL1, 3, 4, 6
and L1; ACTFL: Presentational, Intermediate Mid to High; B: Analyze; DOK 3

Socratic seminar. Unless this is done in English, I use this primarily in my upper-level classes, as it is best suited for discussions of literature, opinions on things such as global warming or cats vs. dogs, historical events such as World War II, and abstract topics such as “What is beauty?” (an AP topic). It is, however, a

highly effective way to get meaningful discussion going in your classroom, so I’d like to include it here. Figure 2.7 shows the differences between a Socratic discussion and a regular class discussion.

When speaking, students need freedom to speak freely, to feel that their ideas will be accepted. They also need to feel some control over the discussion, as well as to have fun while doing it. Guidelines for a Socratic seminar:

- Sit in a circle.
- Everyone must have previously read/viewed/learned the material to participate.
- Quiet is not bad; allow students to formulate their thoughts. The greatest skill being developed in the Socratic seminar is critical thinking.
- Allow the discussion to move on its own.
- Always make students give specifics to support the opinion (usually based upon something previously read). This is the best way to make sure discussion doesn’t stray too far from the seminar topic.
- It’s important that the facilitator allow only one student to speak at a time. A Socratic seminar is not a debate.

The trickiest part of organizing a Socratic seminar is writing the questions. Here are my suggestions:

Focus on the goal:

The goal is to enlarge understanding by exploring ideas and issues, *not* to establish facts. There is usually not just one possible answer.

Use open-ended questions:

Avoid yes/no questions and factual questions.

Keep questions value-free:

Participants make judgments and connections. You remain neutral.

<i>Use questions with depth:</i>	Can the group explore this for 15–20 minutes? Does it prompt thinking beyond the obvious? It should not be answerable without knowledge from what was assigned. Questions should be based upon experiences, events, and vocabulary that are common to all participants.
<i>Use questions in order:</i>	Begin with an opening question, then two to five core questions and a closing question.
<i>Follow up questions:</i>	Questions should be asked of speakers to clarify and probe. These are not planned ahead, but should include things such as: “Are you saying that . . . ? “Where in the text do you find support for that? “What do you mean by . . . ? “What is your point? “Would someone take issue with . . . ?

Figure 2.6 is a sample sheet of questions I have used for one of my Socratic discussions. The usual follow-up to this discussion would be for them to write/draw/sing/rap (my assignments always have options for different learning styles) a fable of their own.

Figure 2.6 Fables of La Fontaine

1. A fable is a story in which animals have human characteristics. Why?
2. What types of animals were used?
3. The fox is in every poem. Describe him.
4. What behaviors or characteristics were portrayed as positive/good?
5. What behaviors or characteristics were portrayed as negative?
6. Were “good” animals rewarded and “bad” animals punished? Give examples.
7. Each poem has a moral, which can be stated as advice (“Do this” or “Don’t do that”). What was the advice contained in your poem?
8. What does this advice tell us about life during La Fontaine’s time?
9. Why were La Fontaine’s fables popular?

I have rather strict rules for Socratic seminar participants:

1. You are *not* allowed to simply give your opinion on the question you read aloud. Rather, lead others to your opinion by dropping hints, using quotes, asking for more varied opinions from other students, and so on.
2. You do not need to raise your hand. Simply allow the speaker to finish and then state your opinion.
3. If you are called on by the teacher or a member in the group, and you do not want to answer at that time, you can *pass*.
4. Respect all participants. If you disagree with what someone has said, don't moan and groan or roll your eyes. Wait for them to finish, then say that you don't agree with them. Improper body language will result in being sent from the room with an alternate assignment.
5. Be honest about your opinions. If you are playing Devil's Advocate, announce that you are doing this.

Figure 2.7 Differences between Socratic seminar and class discussions

Socratic	Class discussions
Students and teacher in circle. All have eye contact; teacher is on same level.	Students are in rows. Teacher is set apart and often higher, on stool or behind podium.
97% student talk; students know teacher won't comment, just help with vocab.	97% teacher talk, even if many questions are asked. Teacher elaborates and answers.
Average response for students is 8–12 seconds.	Average response for students is 2–3 seconds.
No verbal or nonverbal approval or disapproval is present. Affirming feedback by the teacher is taboo; only students provide feedback.	Teacher affirmation of correctness is critical. Sustaining feedback for incorrectness is critical.
Thinking, backed up with textual evidence, is required. There is not just one answer.	Rightness is key; thinking ends as soon as one is right.
Students listen primarily to peers.	Students listen primarily to teacher, who has the answer.
Students have ownership for much of the flow.	Teachers have ownership for most of the flow.
Students are held accountable for contributions based upon pre-established criteria.	Students see discussion as a frill, a "participation grade." If you miss class, you didn't miss much.

Reading

The third aspect of linguistic intelligence is reading. Reading in a target language is difficult and often is not presented in a way that is active, so help your students by building in the following steps for *any* reading assignment, no matter how short:

Step one: Pre-reading/prediction

Step two: Skimming

Step three: Careful reading

Step four: Applying what is read

STEP ONE: PRE-READING/PREDICTION

Have students inventory their knowledge prior to reading a selection—vocabulary they expect to encounter, cultural aspects they are likely to find, attitudes or stereotypes they hold. For example, before reading an article on clothing, you could have students do one of the following:

- Board race: Review all the clothing vocabulary they know
- Graffiti: On large sheets of paper on the wall or whiteboards, students write all the clothing-related vocabulary they remember (prizes for those who remember the most in a preset period of time). [same as prior]

CCSS: W2, 4, L2; ACTFL:
Presentational, Nov-
ice Low

- Think/Pair/Share: Think of your stereotype of a Mexican/French/German/Roman/Japanese person.

With a partner, draw the person. Label as many items on your picture as possible. Share your picture with another pair (or the class, lined up on the front chalk rail to see how many common items there are).

CCSS: W2, 4, L2; ACTFL:
Presentational, Nov-
ice Low

- Sponge: Look at the title and picture accompanying today's reading selection and share your prediction of the content and vocabulary that will be in the selection (written, oral, or online).

CCSS: RL1, L1; ACTFL:
Presentational, Nov-
ice High; B: Apply;
DOK 2

STEP TWO: SKIMMING/SCANNING

Have students, in pairs to make it more interactive, scan the selection quickly for additional information. Perhaps they could underline all the words they find easily recognizable. They should always

CCSS: RL1, L4; ACTFL:
Interpretive Novice
Low

ACTFL: Presentational,
Novice Low

ACTFL: Interpretive,
Novice Mid

ACTFL: Interpretive,
Novice Mid

be told to look for *cognates* (words similar to English words). After they skim the selection, have them revisit the prediction they made in step one, modifying it if they found additional information while skimming. You could also have them run up and write the cognates they find on the board if you have one or post them online, as well as look for *false cognates* (words that look like English ones but have different meanings).

If the selection is very difficult or long, I sometimes have students underline or highlight unfamiliar words, and we brainstorm what they might mean, based on their context: how is the word used in the sentence—description? action? If reading time is limited, I give them each three words to look up prior to

reading the selection and also have them make a nametag with “their” three words so they can be the authority to consult if anyone needs to know what that word means.

Another way to use skim/scan and make upper-level students more accountable is to first provide them with several title-synopsis combinations and ask them, by skimming, to match these to the actual article, poem, or story. This is a great method to use for an IPA reading.

After checking their results, have each group then choose a story, article, or poem to read.

STEP THREE: CAREFUL READING

Doing the two steps previously described will have equipped students with a frame of reference as well as some confidence in their ability to handle the material. Students who get bogged down by unfamiliar vocabulary and quit should guess at what a word or phrase means or skip it and see if the sentence or paragraph still makes sense.

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

For example, in the prior selection, the “axtlzbn” is obviously an article of clothing worn for a special purpose. There is a very good chance that this unfamiliar word will be explained later in the selection or in an illustration or may not be necessary for comprehension of the rest of the selection.

STEP FOUR: APPLYING WHAT IS READ

After reading, do *not* have students answer simple questions or do cloze exercises. Go back to the boxed selection prior and see if you can do these:

Describe the axtlzbn. _____

Who wears an axtlzbn? _____

What ceremony is it worn for? _____

Fill in the blanks: The _____ is worn by _____ for the _____.

Of course you were able to answer these—but did you have to understand any of the new vocabulary words? No!

A good application is one that uses creativity, higher-level thinking skills, and active learning. Have learners:

- Draw a picture of what they think an *axtlzbn* or a *blurvle* ceremony looks like if none is in the book.
- Write a comparison between an *axtlzbn* and what they are wearing that day.
- Tell you why or why not they’d be willing to wear one or show you with their faces/bodies how an *axtlzbn* wearer feels.

CCSS: RL10; ACTFL:
Interpretive, Novice
Mid, 4.2

CCSS: RL3 and 10;
ACTFL: Interpretive,
Novice High or
Intermediate Low

CCSS: RL1, 10; ACTFL:
Presentational, Nov-
ice Mid to High

CCSS: L6, RL7; ACTFL:
Interpretive, Novice
Low

CCSS: RL1, 4, 6, 10 and
L1, 2; ACTFL:
Presentational,
Intermediate Mid

CCSS: SL1, 4; ACTFL:
Presentational and
Interpersonal,
Novice High

CCSS: RL1, 2, 4, 5, 10
and L1, 2, 3; ACTFL:
Presentational,
Intermediate High

CCSS: SL4, 5, 6; ACTFL:
Presentational,
Intermediate Mid

- Look online or in a different book or magazine to find more examples of the clothing, the ceremony, or whatever else was in that selection.
- Rewrite the selection from the viewpoint of a *meeb* getting ready for the ceremony.
- Write quiz questions over the selection and quiz each other.
- Create a postcard to tell the folks back home about the ceremony they saw (using various past tenses). Upper-level students only unless highly structured with word bank and examples.
- Create a one-sided telephone conversation about the reading selection.

I'd suggest giving the class two or three options of equal difficulty so they can choose one to suit their own strengths. Careful: too many options bogs them down deciding which one to do. Creative applications like these test knowledge and require students to demonstrate their understanding of what was read.

A good online resource for creative reading strategies in Spanish is: www.creativelanguageclass.com/30ira/ (as of December 2021).

USING NEWSPAPERS, MAGAZINES, AND INFOGRAPHICS

Newspapers and magazines are great resources (print or online) for reading selections. In addition to newspapers and magazines, don't forget that catalogs or telephone books, which also have ads and information that must be read and are also available online, are wonderful resources. An infographic is a sort of chart or diagram with information that is easy to read even for brand-new learners. To find them, just search online using the word "infographic" in the TL: *infographique* (French), *Infografisch* (German), *infografica* (Italian), *infográfico* (Spanish). It might explain the difference between *tu* and *vous/usted*, how to tell if you're a hipster, what the most popular video game is, and many more things.

Either print or online, why not have a scavenger hunt? Set up teams of students, and give them lists, written in the target language, and a time limit. Have them cut out (or copy and paste) the items when they find them and glue them to sections of the answer sheet (or use a Padlet online). Items on the list could be things like “a picture of a man wearing a tie” or “an ad for a one-bedroom apartment” (vocabulary), “a verb in the third person singular preterit” or “a feminine plural adjective” (grammar), or “an ad for a bullfight” or “an ad for a New Year’s party” (culture). In a telephone book, they could look for: rates for calls to a particular city at a certain time, an area code for a city, an emergency number, the phone number of the “fifth Smith” in the book, or some sort of comparison with our own phone books, such as “what color are the Yellow Pages?” (In France, they *are* yellow!)

CCSS: RL1, 2, 4, 7, 10;
ACTFL: Interpretive,
Novice Low to Mid

First-year students can usually read ads for restaurants, hotels, concerts, movies, etc. and tell you who/what/where/when information. Second-year students can read more complex documents like apartments for rent, obituaries and wedding announcements, and news articles.

Then have them do activities such as:

- Question each other on information from the article.
- In small groups, rate the items read in categories such as most interesting, most useful, most specific, most confusing, most unusual, most amusing, etc.
- Role-play the event described, each from a different perspective. For instance, for a birth announcement, from the viewpoints of a journalist, the new mother or father, a grandparent, the baby, a big sister or brother.

CCSS: RL1, 2, 4, 7, 10;
ACTFL: Interpersonal,
Novice High

CCSS: RL2, 4, 6, 7, 10;
ACTFL: Interpersonal and Interpretive,
Novice High

CCSS: RL1, 4, 6, SL6;
ACTFL: Presentational,
Intermediate Low

ROLE-PLAYING AND DRAMATIZATION

Role-playing is a good way to test for comprehension of a reading selection. The obvious sort of role-playing is for each student to become a character in the story and act it out. Dramatization involves rewriting a story into a play or

all CCSS: RL2, 5, SL4,
L1; ACTFL: Presentational,
Novice High to Intermediate Low

choral reading, creating more dialogue than the original story and also modifying verbs from the third person to the first person. Again, the end result would be to perform it. For upper-level classes, you could take a longer selection and give groups each a different section to present to the class. If you would like to do something a bit less obvious, have students try some of the following:

- producing a puppet play version of the story;
- inventing and inserting a new character in the story—this could be to see if the class notices that this has been done, or it could be incredibly obvious, like putting a movie star or other famous person in;
- drawing the events in the story in cartoon form for the whole class to read/critique; or
- making a storybook version and reading it to the class, perhaps changing the ending or inserting errors in order to have the class correct them.

Remember also, role-playing does not have to be done live. Any of the prior could be done in video form or using an online presentation method such as Flipgrid, VoiceThread, ScreenCastify, and others.

FAIRY TALES, FOLK TALES, AND CHILDREN'S BOOKS

These are good for any level of language study, due to their repetitive nature. They can be read aloud (active) or used for pleasure reading (not active). They provide background on cultural traditions and are usually heavily illustrated. Fairy tales' plots are usually already known to the students, who listen and look for familiar parts, quickly learning the key words ("bears", "porridge", etc.) and chiming in quickly on refrains such as the "Fee, fi fo fum" or "The sky is falling!" Here are two more active ways to do these:

CCSS: SL1, 2, 3, 4, 6, L1;
ACTFL: Interpretive,
Novice Mid

CCSS: RL2, 5, SL4, L1;
ACTFL: written is
Presentational,
Novice High or
Intermediate Low,
listening is Interpre-
tive Novice Mid

- Use props to retell the story—but with mistakes they must correct. For upper levels, give students the props and have them reenact the story as you or a classmate tell it, encouraging humorous variations which the students with props must hear, understand, or attempt to act out.
- Have students write and illustrate their own story. Let them alter real

ones (i.e., a male Cinderella), combine two (Sleeping Beauty and the Beast), or do their own entirely. On the day they are due, bring in milk and cookies, pillows, blankets, etc. and relive story time from kindergarten days as they read each other their stories.

JOKES AND HUMOR

Because cultural references and values heavily influence them, jokes are the most difficult things for students to read and understand. Comic strips are equally short and lacking redundancy but have the advantage of visuals to go with the story. Few of either will be funny to your TL learners, but don't overlook trying them anyway. The occasional one that works will have enormous payoff in terms of interest, and as we saw in Chapter 1, that means that an awful lot of learning is taking place, and it will "stick" better due to the humor. They aren't authentic French ones, but I use some of Sue Fenton's terrible puns about France from her book "The Wit of Madame Fifi" as well as those I find online, and Spanish teachers discuss the *chistes* from El Gancho and other sources. Have students research to find a favorite one to bring into class and share! Memes are also a great source of humor and are often shared in TL groups on Facebook or can be found using a Google search in the TL. There are also some great comic vloggers on YouTube such as Cyprien (French), Elrubius or Juanpa Zurita (Spanish), and Flying Pandas or YTTITY (German)—but be sure to preview for curse words for younger audiences.

RIDDLES, PUZZLES, AND FOLK SAYINGS

Riddles and verbal puzzles especially interest students. Find a source in the target language, preferably authentic ones (try the Internet), or translate riddles into the TL for your students to read. There are easy riddles—"Marco is my father's brother-in-law. What is he to me?"—or story riddles. Riddles can be spelling-based ones, such as "My first letter is in book but not in look . . ." They can be ancient ones such as the "In the morning, I walk on four feet; at noon on two, and in the evening on three—what am I?" (The answer is a man: as a baby, he crawls; as an adult, he walks; and as an older person, he walks with a cane.) They can be modern ones such as "I walked into the living room and Romeo and Juliet lay dead on the carpet. I didn't call the police, and no one will be charged with murder, yet they did not kill themselves. What happened?" (Romeo and Juliet are goldfish and something knocked over their bowl.) Students love these, and they may be used as sponges for early finishers, as extra credit assignments, or as group reading/discussion/writing exercises.

CCSS: RL1, 4, 6, L1;
ACTFL: Interpretive,
Novice Mid to High;
DOK 2

Have advanced students write riddles for the lower-level classes and post them; you'll find many rushing into class to get a head start on a solution.

CCSS: SL1, 2, 3, 4, 6, L1;
ACTFL: Interpersonal,
beginning level is Nov-
ice Mid, advanced Inter-
mediate Mid; DOK 2

SMALL-GROUP DISCUSSIONS ABOUT READING

Group discussions about reading combine both the benefits of reading, as well as practice speaking and listening (and sometimes writing), so here are some activities you may wish to use:

BEGINNING-LEVEL CLASSES

- Correct errors in written or spoken statements.
- Fill out a bio sheet for characters in the story.
- Given a list of adjectives and characters' names; determine who the adjectives refer to.
- Line up incidents from the story in chronological order: these may be written on strips of paper, or in picture form to be numbered. When done, retell the story to each other.
- Complete a close summary of the selection.
- Find recurring words, and discuss why they are repeated.
- Graffiti a list of keywords from the selection.
- Given an answer card (card with written answer) respond aloud when the teacher asks the question to which they hold the answer.
- Bring in a picture that represents something in the selection.

ADVANCED-LEVEL CLASSES

- Paraphrase/retell the story to each other.
- Present a page/scene/chapter the rest of the class hasn't read.
- Identify which character made a given statement, and in what circumstances.
- Create a new title for the selection.
- Personalize: "If I were in X's situation . . . If I met X, I'd tell him . . . I like/dislike X because . . ."
- Substitute synonyms for underlined words in the selection.
- Choose and justify a color to associate with each character.
- Do TV or radio coverage of the story: either a newscast, or a talk show where the characters are interviewed.
- Conduct a trial of one character in the selection.

Share these, and discuss them.

Given a movie review, decide if the writer liked the movie, and agree or disagree with the writer.

Collaborate to report on setting, plot, theme(s), literary devices, author's life, characters from the selection.

Make an ad for the selection read.

Writing

Reading is, of course, closely associated with writing, so I will continue the prior list of activities to do after reading by adding written activities, listed here in approximate order of how much creativity is required (from low to high levels of DOK): [ACTFL: Presentational, from Novice Mid to Intermediate Mid]

- List as many facts as possible about the selection.
- Given three columns of vocabulary, combine one element from each column to make statements about the reading selection.
- Replace nonsense words inserted in the text with appropriate vocabulary, or delete extraneous words inserted in the text.
- Given a paragraph written as one long word, separate it into component words, adding punctuation and accent marks as needed.
- Write a summary of the selection.
- Write a review/critique of the selection.
- Write a letter to a character in the reading selection.
- Change the story, adding class members as characters in it.
- Write an epitaph, obituary, or wedding announcement for the main characters.
- Create a dialogue that could have taken place in the reading selection.
- Create a new ending for the story.
- Create a sequel for the selection.

The easiest way to encourage writing is to make it short and personal. I like to make the writing portion of each test require students to write about themselves, and also include an extra credit question about the student, or the student's opinion, on a topic of my choice. Topics might include an old question from a previous unit as review, an attitude survey, something about current events, or even something on a topic in the new unit we are about to begin, which would test their ability to guess meanings based on context.

CCSS: SL1, 3, 4, 6, L1,
L2, W2, 3, 4, 5, 7, 8,
9; ACTFL: Presenta-
tional, Novice High
to Intermediate
Mid; DOK 3

NEWS WRITING

Students find it easy to read news articles, and writing them is good practice, too. Have your class write a weekly or monthly column for the school paper or the local paper. They could report on national, local, or school events or write puzzles, riddles, poems, or stories. They love to see their names in print, and it is

great PR for your program. Interviews with students, staff, or community members are of high interest to both those writing and those reading them, and your students will undoubtedly be asked to translate/read the articles to friends or family who are not taking your language classes.

In fact, why not have them publish their own paper, especially as an end-of-the-year project? Underclassmen could tell of travel or work plans, and seniors can “will” their belongings, lockers, or bits of wisdom to underclassmen or use the superlative to name each other the “best” at something or “most likely to . . .”

Upper-level classes can report on the fun things they did, as well as give advice to lower-level students (again, good recruitment possibilities for those upper-level classes). If your school has daily televised announcements, write something short for selected students to do live once a week (telejournalism practice).

CCSS: W3, 4 and L2;
ACTFL: Presenta-
tional, Intermediate
Low to Mid; DOK 4

STORY WRITING

Short stories, because they are generally not illustrated and often have little dialogue, should probably be reserved for more advanced classes. Anecdotes are the easiest to begin with: a typical day’s activities, a hobby or collection, a real or

imagined meeting with someone famous, an accident or illness they had, their best/worst birthday or holiday. For writing fiction, put students in groups for more success. I like groups of three: a secretary, a dictionary researcher, and a leader. Before beginning, I strongly recommend also that you have the students help you prepare a rubric or checklist (see the chapter on assessment in this book) that spells out clearly what elements a good story should have and how much of the grade each should be. Then, brainstorm as a group to develop a list of key vocabulary and get

the bones of the story ready ahead of time (a good homework assignment). Students should also fill out and attach a checklist like the one in Figure 2.8 before handing their story draft to another group for peer editing using a response sheet like the one in Figure 2.9. After receiving peer feedback and making necessary adjustments, the story is then submitted to the teacher. This process usually results in an interesting story with all the required elements, requiring much less correction (for the teacher *and* students), and a better grade for students, building confidence in their ability and resulting in higher satisfaction with the class.

Figure 2.8 Composition checklist



Self-evaluation _____/50			
Name _____			
5 points each: I . . .	Yes	Sometimes	No
<i>Content: provide the information requested</i>			
– Introduction			
– Body			
– Conclusion			
– Conflict			
<i>Vocabulary</i>			
– Used a variety of verbs and adjectives?			
– Checked the spelling and gender of words you were unsure of?			
<i>Structures</i>			
– Do your adjectives agree with the nouns they modified?			
– Do the verbs agree with their subjects?			
– Are the verbs used in the correct tenses?			
<i>Miscellaneous</i>			
– Used no English words in the story?			



Figure 2.9 Peer editing sheet

PEER EDITING SHEET

Name _____

A. Exchange compositions. Read the composition through once and answer the following questions:

1. What is the main idea of each paragraph? List them below:

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Are there any paragraphs where you have difficulty trying to decide what the main idea is? Mark them with a star above (not on the paper itself!).

2. What message or theme is in this writing? What words or phrases specifically show this theme (quote them below)?

3. Is there something else not mentioned that would be useful or interesting to read about?

B. Now, read the composition again, and fill out the chart below:

Structure	No problems	One or more errors	List examples
Adjectives (M, F, Pl)			
Articles (le, la, un, etc.)			
Verbs			
Other concerns			

As I wrote earlier, folk tales and fables are always rich in cultural traditions and may be studied on that basis alone. After reading several, develop a “formula” such as (1) an animal (2) with a personality flaw like greed or gullibility (3) who has an adventure in which (4) it is tricked by another animal and (5) its appearance is altered. Then, assign a similar story using that formula, have students rewrite one they read with a human subject instead of the animal, or have students update a story to the present (i.e., the Tortoise gets run over while crossing a superhighway, or the Hare takes steroids).

CCSS: RL1, 3, 4, 6, W3, 4, L2; ACTFL: Presentational, Intermediate Mid to High; DOK 3

As a follow-up activity, take one or more of the student products and read or perform them for the elementary or middle school students—this involves speaking practice and feedback and could recruit many more students for your world language program.

CCSS: SL4, L1; ACTFL: Presentational, Novice High, DOK 2

Here’s a fun writing activity called “Fortunately, unfortunately”. The first writer comes up with the situation: “Once there was a little girl who loved to eat truffles”. The next person adds a sentence beginning with “Unfortunately . . .”, as in “Unfortunately, her truffle pig Maurice went on strike”, and the next person makes a sentence about a positive event beginning with “Fortunately . . .”, such as “Fortunately, she got famous on YouTube”, and this alternates until the story ends, happily or not. Note: if it is a big class, do this Round Robin (a paper is passed in small groups, each person adding a sentence).

CCSS: W3, 4, L2; ACTFL: Presentational, Intermediate Low to High

GAMES FOR LINGUISTIC INTELLIGENCE

Any games that encourage reading, writing, and speaking, such as crosswords, word searches, and word jumbles, as well as any sort of role-playing games, like charades or Mafia, use primarily linguistic intelligence. Scrabble, Hangman, Hedbanz, Password, Apples to Apples, and Pictionary are good examples of commercial games that emphasize verbal/linguistic skills.

Logical-Mathematical Intelligence [All Dok 2]

Logical-mathematical students are able to detect patterns, reason deductively, and think logically. It also can be stated as the ability to calculate, quantify, and consider hypotheses. This “scientific reasoning” is most often associated with sciences or mathematics but may be quite effective when applied to a world language, as well.

Story Problems [ACTFL: Interpretive, Novice Mid]

Performing calculations is a basic skill that can be and is practiced briefly in most world language classrooms when teaching numbers. (See Chapter 3 for some more unusual activities.) Make more authentic activities by converting them into simulations: The T-shirt costs 100 pesos/francs/marks/yen, and you give the salesperson 200; how much change do you get? Have students take turns ordering off a menu from each other, adding the costs, paying, and calculating change. Do a metric measurements unit: their height, shoe size, and many other things are metric in most countries they could visit.

Story problems are another good way to practice numbers and vocabulary. At the first- or second-year level, keep them in the present tense, and structure them to practice the vocabulary for the unit in progress: Paco has one cousin, and Maria has three; how many do both Paco and Maria have all together? You can even work in a little cultural information: If Hans and Peter are going to Berlin, driving on the Autobahn at 100 miles an hour, how long will it take them to get from Trier to Berlin? Then have the class tell you what to add, subtract, and so on. Have students make up number series like 2, 4, 6, 8, 10 or 1, 1, 2, 3, 5, 8 and see if their classmates can figure out the sequencing pattern (of course, the numbers are either said aloud or written as words rather than as numerals). At higher levels, teach some basic algebra in the target language or tricks like how to see if a number is divisible by 3. (Add the integers and see if the sum is divisible by 3. For example, given the number 1,083, show them $1 + 0 + 8 + 3 = 12$, and $1 + 2 = 3$, so it is divisible.)

Higher-level classes' story problems could also demonstrate a bigger variety of verb tenses, especially the conditional (If Marcus had ten apples, if he would give two to Julia, how many would he have?) or the subjunctive.

Other story problems could be as complex as "brain teasers": There are five students. Pierre is not afraid of anything alive or the dark. Anne and Antoine live in the Alps and love it, and they also love stories about haunted houses. Marie likes "things that go bump in the night". David likes to climb mountains at night.

Use the following chart to indicate who is afraid of what:

	Spiders	Dark	Ghosts	Heights	Snakes
Pierre					
Anne					
Antoine					
Marie					
David					

(Note that this also has students chart the results, which is logical/mathematical as well as a good visual intelligence task.)

Graphs

Graphs appeal to right-brain students, as we saw in Chapter 1, and they also are perfect for students whose logical/mathematical intelligence is strongest. Whenever it is possible to use a graph or chart, for example, to show preferences in music or food, attitudes toward different issues, the rise and fall of intonation in a spoken sentence, verb endings from singular to plural, or whatever, use the visual method, and as early as possible in the lesson. Add color to reach even more learning styles.

Students can also make graphs. Have them survey their classmates on various topics and show the results in graph form, with a verbal explanation of the graph. Topics for a survey can range from easy ones like how many have a cat or a dog, ate breakfast or made their bed on that day, or drive to school regularly, to the more complex opinion surveys on vacation likes and dislikes, thoughts about capital punishment, and so on.

CCSS: SL1, 4; ACTFL:
Interpersonal (inter-
view), Novice Mid
and Presentational
(graph and explana-
tion); DOK 2

Concept Deduction

There are three basic steps in this method which was first used in scientific investigation: first, a set of data on the topic are created, either by the students or by the teacher; second, these are grouped into categories based on similarities observed; and third, these categories are labeled, or named. When students identify the similarities, they are using many higher-level thinking skills (interpreting, inferring, generalizing), which leads to a greater ability to manipulate the category and apply it to new situations, so this strategy is very often used to teach basic grammatical concepts: without having to teach the concept in English or use grammatical terms, students will discover, like Sherlock Holmes, that the power of deduction will lead them to the truth. Students, for example, provided with sentences with all the adverbs underlined, would group them into categories such as location, time, or description, and then you could discuss, still using the sample sentences, where words that fit these categories are in a typical sentence (i.e., immediately after the verb) without having to use the word “adverb”.

A couple of warnings: The more examples the better, and, even more important, the simpler the better. Make sure the only element that varies is the concept you are presenting. Use the concepts in sentences so the students learn to handle them in context. Another application might

be to present students with sets of irregular verbs and have students discover the patterns for forming them, using deduction (sometimes called concept development), and then apply it to new verbs. Below is an example of a deduction activity as given to students, asking them to formulate rules regarding French adjectives.

It begins with presentation of data (Step one), and asks students to formulate a rule based upon that data (Step two):

MASCULINE	FEMININE
<i>africain</i>	<i>africaine</i>
<i>japonais</i>	<i>japonaise</i>
<i>chinois</i>	<i>chinoise</i>
<i>allemand</i>	<i>allemande</i>
<i>anglais</i>	<i>anglaise</i>

Using the above information, try to formulate a rule to explain how to change from the masculine to the feminine form. Got one? Look at more:

<i>russe</i>	<i>russe</i>
<i>danois</i>	<i>danoise</i>
<i>belge</i>	<i>belge</i>
<i>espagnol</i>	<i>espagnole</i>
<i>canadien</i>	<i>canadienne</i>

Look at your rule again. Does anything about it need changing? Now, try to make feminine forms for the following:

siamois
français
américain
australien

At this point, I would check the answers (Step three: application) and then debrief the class, asking volunteers to state the rule, refining it to everyone's liking, and having them verbalize their discovery process: what did you first notice, and then what, and so on. This last part is *very* important for retention of the concept they have discovered, so don't skip it. Deduction has cut the time I need to teach some units practically in half, with much fewer practice activities needed. Since students found the rule by themselves instead of my just telling them, even though more time was spent discovering than if I had just told it to them, their ownership of the concept is much more permanent.

Most books (i.e., Kagan, 2009) state that this method is the most effective when done in a whole class setting, as the more input there is, the better, but I find that steps one and two are good pair or team activities, with a “Roam around the Room” and then a time for revising categories before the class unites to list these categories and make our final step into sharing discoveries about the concept. One small variation is to have the students create their own data file (step one), perhaps by looking at a page in a text and making a list of what they see/read. For example, in French, by making a list of fruits, they might discover that most fruits listed are feminine in gender and end in *-e*, a useful generalization.

Syllogisms

Syllogisms are another form of deductive reasoning. Students must use/devise these to apply the rules of grammar to new words. A syllogism is a logical argument with two premises and a conclusion. A categorical syllogism helps fit items into a category: for example, “All feminine words end in *-a*. This word ends in *-a*. Therefore, this word is feminine” is a syllogism.

Statements such as “*aller*’s past tense form will be *allé*, because it ends in *-er*” is actually the result of a syllogism: All *-er* verbs change to *-é*; *aller* ends in *-er*, therefore *aller* changes to *allé*.

Other types of syllogisms seem to be easier to use for cultural items. A hypothetical syllogism has at least one hypothetical (“If . . .”) portion. Example: “If a city is in Germany, it has a Rathaus. If Bonn is in Germany, it has a Rathaus. Bonn *is* in Germany, so it has a Rathaus”.

A disjunctive syllogism has at least one “either/or” statement: Either soccer or baseball is the most popular sport in the world. Soccer has the most TV viewers; therefore, soccer is the most popular.

For visual-spatial students, draw the syllogisms with a big circle for the main category and a smaller circle for the subset within that category. This will fix the syllogisms more firmly in students’ minds.

Induction (or Concept Attainment)

Induction is another method to use to introduce new material, replacing the traditional lecture method with a more active one, especially for grammar concepts or cultural aspects. It is discussed in detail in Chapter 1 on page 26.

Concept Attainment is also an excellent review or evaluation tool if you want to check to see if some material you covered previously has been mastered. By giving good and bad examples of the concept, you will determine the students’ depth of knowledge by how quickly they catch on and also will reinforce their understanding of this concept.

Patterning and Sequencing Activities

Discerning relationships and connections between objects or facts is another facet of logical/mathematical learning:

CCSS: SL1, 3, 4, 6, L1;
ACTFL: Interpersonal to organize and Presentation to show, all Novice High; DOK 2

CCSS: written instructions, RL1, 3, 4, 6;
spoken, SL1, 3, 4, 6;
ACTFL: Interpretive, Novice Mid; DOK 1

- Assign students to bring an object to class that they don't usually bring or provide each student with an object you have randomly gathered and put them into groups. Have each group organize their objects by any method they wish and then "show and tell" their collection of objects and method of organization. When teaching comparative adjectives or ordinal numbers, concepts like shape, color, size, or use are a few of the ways to categorize objects.
- Do any project involving step-by-step directions: build something simple, cook, do origami or some other

activity where steps clearly must occur in a certain order, using command forms of verbs.

- "Postcards": Students will use their prior knowledge to fill in missing elements on a "postcard" in which words have been wholly or partially blotted out by "rain", reconstructing the message. An example:

Dear Paul,

I am very h _____ y to be coming to your c _____ y next week. I can't wait to meet your _____ and say _____ to them. My plane arrives at n _____ o'clock. Will you meet me at the _____?

CCSS: RL1, 3, 4, 6, W9, L2; ACTFL: Interpretive, Novice Mid; DOK 2

Obviously, some of these blanks have more than one correct answer. "C _____ y" could be "country" or "city". Others, like "h _____ y" could be "hungry" or "happy" (or other words), but from the context, "happy" seems to be best. Filling in blanks using clues and context is a logical skill.

- Have students assemble a puzzle, using only the TL, preferably a puzzle with a scene of a country or building studied in class. When it is completed, talk about the picture.
- Have students list objects based on common characteristics rather than categories. For example, they could list anything that is triangular, shiny, soft, curved, and so on. For “soft” they could list a kitten, a sock, a marshmallow, lips, sand, and anything else they can think of, using only words they know or are currently studying in the target language. Have them illustrate their list to involve visual intelligence, as well as label the pictures in the target language, and share the results.
- Use pattern blocks or task cards to teach or learn things. A pattern card is one that is cut down the center in an irregular pattern, much like a puzzle piece: each card has only one other card that is its “match”. Use these cards to pair a verb with its subject, a question and its answer, a numeral and its number (written as a word), a word in Spanish with its translation in English, a country with its capital, or any other obvious pairs. This is also a good way to “pair” students before a partner activity: have each take one and find their partner.
- Puzzles are, according to research, the application that uses the most logical-mathematical intelligence.

CCSS: written list, RL1, 3, 4, 6; spoken, SL1, 3, 4, 6; ACTFL: Presentational, Novice Low to Mid; DOK 1

Games For Logical-mathematical Intelligence

Any sort of game that involves calculations or logic would be appropriate. Calculation games would include card games like Mille Bornes, printed Sudoku or Wordoku grids, and board games like Monopoly. Logic games would include Clue, Battleship, Stratego, Connect 4, chess, and checkers. These games practice not only logic but vocabulary such as prepositions of location. Battleship is also good for practicing almost any concept if the student must answer a question before finding out if the space is a “hit” (and there are online templates to make these for your students).

Visual-Spatial Intelligence

Even though the name refers to the sense of sight, blind children also have visual-spatial intelligence. This is the ability to visualize, manipulate, and create mental images in order to solve problems. People with visual-spatial intelligence think in three-dimensional ways and are able to recreate, transform, or modify these thoughts and perceptions, as well as navigate and both produce and decode graphic information.

Display Areas

One of the easiest and most commonly used ways to appeal to visual/spatial learners is to have a classroom display area with information (photos, articles, posters, projects) posted which can be handled, read, and so on. However, it is very important that this be changed regularly *and* that students be encouraged to check it by:

- scavenger hunts whose answers are/were on display;
- posting high-interest items such as classmates' work; or
- extra credit questions on tests based on displayed material.

Besides getting posters from going to conferences or buying them online, I have gotten some beautiful ones by writing consulates and asking, as well as having online cartoons, menus, pictures, etc. enlarged at the local printing place.

Rotating Seating

Another easy step to take is to change students' seating fairly often. A move from the back to the front, or right to left, will change a student's perspective on the items displayed in the classroom. Visual/spatially oriented students will benefit from the change in perspective, and it will give everyone a change of pace to have new neighbors.

Nonverbal Communication

Any use of nonverbal communication techniques or activities appeals to, and practices, visual/spatial intelligence skills.

- Have students perform actions (i.e., walk, dance) the way someone happy would do it, then try doing the same way if sad, bored, excited, and so on.
- Have them show you nonverbally how a character in a story feels or a person of a particular nationality, an animal, a food, a piece of furniture, or whatever else you are studying.
- Have students mime activities while classmates guess what they are acting out. If you are doing this like a game, prepare two lists of words, expressions, or sentences to be acted out. Teams should take turns. Keep track of how much total time the teams take to guess the items; the lowest total time wins.
- You can also give nonverbal signals. For example, have a signal to call for students to be quiet and listen or a praise signal (like Carol Burnett's earlobe tug, for example).

- If possible, teach some typical gestures used when speaking the target language, like the French shoulder shrug, the Italian gesture of disbelief, the European method of counting where raising the index finger indicates you want two of something rather than one, and so on.

Image Manipulation

Image manipulation is a great assist to visual/spatial skills. Writing items on different colors of cards or paper, or with different colors of ink, provides strong visual cues, like highlighting sections of an activity or notes, as any college student knows. For example, when the vocabulary involves a lot of nouns, put feminine words in pink, masculine blue, and neuter yellow. I guarantee you will hear students say something like, “No, that’s a *pink* word!” Make action verbs green and linking verbs red. Varying the sizes of letters in a word to emphasize unpronounced letters or commonly misspelled portions helps fix the correct spelling in a visual/spatial learner’s mind (examples in English: recEive, Aisle, cloTHes).

Dellawanna Bard, on the FL-TEACH list (see the resources section at the end of the book), gave me this idea that works for her: Have students think of some sort of dress, look, or behavior that just screams “masculine” or “feminine” (for neuter, think of drab clothing and color). Then, every time you learn a noun, picture it wearing or doing that thing. The example she gave was a butterfly, which to most people is a very feminine thing but in German is masculine. So, picture a butterfly, badly in need of a shave, walking around in boxer shorts, smoking a cigar (her masculine stereotype). Perhaps the feminine stereotype is a pink tutu . . . so picture an apple in a pink tutu. Then, picture all the masculine words at a party or all the feminine ones doing a Rockettes-style number, like the hippos in *Fantasia*. This sort of active-imagination visualization should be quite successful for the visually oriented students in your classes.

Another image manipulation activity is the old standard party game I call “Word Search”. I give my students a fairly long word and have them compete to see who can make the most shorter words using only the letters found in the base word.

CCSS: RL 1, 3, 4, 6; ACTFL:
Presentational,
Novice Mid to High;
DOK 2

A form of image manipulation that teachers should use is to be very aware of how items are listed on handouts, the chalkboard, and so on. If the items are of equal importance, they should be listed horizontally:

Items which are of varying importance should be written vertically, with the most important at the top.

Visual Arts

Any sort of visual arts would be the most common and most necessary aspect of visual/spatial intelligence to incorporate into a lesson plan, as well as what many students will remember and enjoy most. However, doing a craft must be done in the target language, and students working on the craft should be encouraged to converse *only* in that language, or else the craft should be done as homework instead of wasting class time on an activity done in English. My students usually vividly remember vocabulary (paper, scissors, glue) we used when doing a craft in class. A well-designed craft activity can be a perfect way to provide input, imitation, assimilation, and invention as kids work to meet their needs in the activity. Visual arts would include all of the following and more:

CCSS: RL1, 3, 4, 6, W9,
L2; ACTFL: Interpretive,
Novice Mid;
DOK 2

CCSS: RL1, 3, 4, 6, W9,
L2; ACTFL: Interpretive
(translate), Presentational
(invent), both Novice High;
DOK 2

- Draw: yourself, a map, a house plan (fully furnished), your favorite meal . . .
 - Create a calendar, using student artwork.
 - Create slide show (or PowerPoint) and narrate it.
 - Start with a supplied shape such as a triangle and create something.
 - Design T-shirts for the pétanque or language club or World Language Week.
 - Illustrate proverbs.
 - Translate, or invent, sayings for bumper stickers.
- Make posters to recruit world language students, advertise a fictional product or restaurant, or show mastery of a concept.
 - Construct dioramas of volcanoes, marketplaces, or typical shops, starting with an old shoebox.
 - Also using shoeboxes, make mini cultural floats to take through the halls/classrooms or cafeteria during World Languages Week.
 - Make edible maps of countries being studied, using pudding, peanut butter, candies, marshmallows, and so on.
 - Sculpt your feelings or typical people from a certain region of the globe that speaks your target language.
 - Make mosaics out of scraps of torn paper, beans, rice, bead, and so on. For a Latin class, use mythology as the subject for the mosaic.
 - Draw murals for inside or outside the classroom: life-size outlines of students, with body parts or clothing labeled; graffiti walls of words from the target language that we also use in English; a typical city

scene from Madrid/Paris/Munich/Kyoto/Rome; a backdrop of a news studio for “broadcasts” of the news.

- Sew or paint quilt squares or tiles with items representing bits of cultural information.
- Make puppets of famous people and take turns guessing who they are and/or having them perform.
- Draw storyboards or scrolls and read them to each other.
- Make felt banners for the classroom, with phrases or cultural items on them.
- Map out a complex, interesting scavenger hunt for each other.
- Cut and paste collages on themes or ideas of interest/being studied. Use target language magazines as the resource for the collage, if possible.
- Use clay, paint, storyboards, or felt-tip markers to express a feeling or emotion (hungry, sad, sleepy).
- Make block prints of vocabulary, cities, or symbols using old inner tubes and blocks of wood and an ink pad. Cut the design from the tube, glue it to the block, and stamp away!
- Sew simple traditional clothing items: a Basque apron, a Roman toga, a bib attachment to turn shorts into “Lederhosen”.
- Make cultural artworks such as: God’s eyes (Ojos de Dios), piñatas, origami, sculptures, Scherenschnitte (paper cutting), Mardi Gras masks (or for Dia de los Muertos or Fasching), “santons” (traditional Christmas dolls for a French manger scene), a Chinese character “chop” and prints, or models of Roman temples, Gothic cathedrals, Renaissance castles, or devices such as a guillotine, plus any other crafts you may know how to make.
- Write “rebus stories” in which pictures replace words, and read them to each other.

Pictorial Representation

Visual-spatial learners need to see *everything* represented visually, and visuals such as flow charts, mind maps, and concept maps help them organize and make sense of information. Concept mapping comes in many forms, with many names:

mind mapping or mindscaping	webbing	visual brainstorming
topic mapping	bubbling	graphic organizing
semantic mapping	clustering	flow charts
story mapping	chalk talk	Venn diagram
	hierarchy	

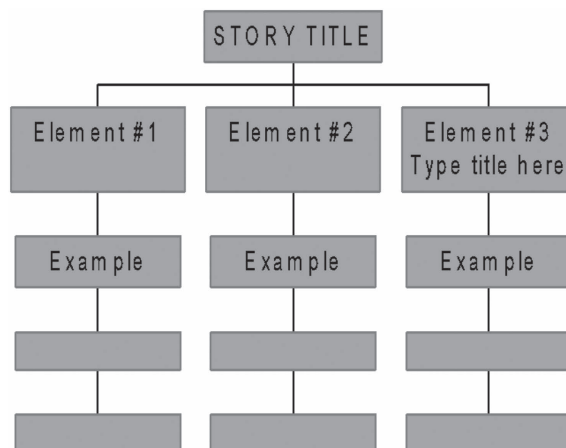
Many of these names are synonymous. They are all ways to visually represent and organize the content of a story, a discussion, or students' own thoughts on an issue.

To use this method for vocabulary, I like to use my whiteboards (see Chapter 3 for more activities with those), on which I have my students write the topic in the center, such as "My Favorite Animals", and then quick-draw pictures of their favorite animals in a circle around the topic, with lines attaching the drawings to the center. Then they should label this spider-like design. After you check them for accuracy, erase the labels, redistribute them to different people, and have them identify and label the animals as drawn. The same method could be used for a story: students could, as a group, list the key elements of a story they either read or heard the teacher read aloud. After putting the title of the story in the center, for each element they name, they draw a picture, labeling it.

Story Map

A story map is a more advanced way to represent the content of a story. It looks a bit more like a family tree. The title goes at the top, and the themes or key elements are below it. Below each element are examples or evidence of that element. Pictures may be used if desired, but usually words are used—quotations from the story, brief descriptions of the plot, and so on. The visual aspect of this is that each branch is a main point, with the supporting information visibly attached to it. Seeing these connections more firmly fixes the information in the brain. See Figure 2.11 for a simple visual representation of this method.

Figure 2.11 Story map



This method works really well for grammar, also. I use it to list when to use the various past tenses, especially the imperfect. I use it for the various uses of the subjunctive, also. A visual representation of mnemonics like BANGS, a way to memorize which adjective in French precede the noun—those dealing with Beauty, Age, Number, Goodness, and Size—or DISHES, a way to memorize the Spanish verbs with irregular subjunctive forms—*dar, ir, saber, haber, estar, and ser*—and others would be good to do in this way, also, for the visual-spatial learners in your classes.

Flow Charts

Flow charts or chain maps are used for activities or ideas that must occur in a certain order. In these, students draw pictures, marking the order they are to be read or looked at by numbering the pictures or drawing arrows from one to the next. We use these a lot when doing a food unit and cooking. Get an illustrated recipe and cut apart the pictures. Have students reassemble the pictures in the correct order. *Then*, prepare the recipe. You will find the students make a lot fewer mistakes and accomplish the task in less time. It also doubles as a logical activity. This works equally well for simple construction projects (we build simple things using Lego blocks to practice the prepositions of location), learning coding online, or sewing projects.

Hierarchy

A hierarchy is used to show relationships between objects. The most important goes on top, with the subordinate portions below. A family tree is a good example of this type of visual representation, and similar cultural items are what are best suited to this type of chart. A hierarchy would be good for showing the relative levels of the eight different forms of “you” used by the Japanese (for example, one is used between equals, another from a superior to subordinate, from a subordinate to a superior, and so on). Structures like the feudal system or the food pyramid are routinely drawn using the hierarchy system.

Line-ups

A continuum scale is one that lists items based on where they fit between two extremes. These are great for practicing vocabulary. Give your students cards with the names of sports and have them line up according to where their sport fits in the following situations: most violent to least, most difficult to least, outdoor to indoor, cold weather to hot weather, requiring special gear to requiring none, or team to individual.

Of course, you require them to discuss who belongs where in the target language, even if they sound like Tarzan: “Me, more”. And if you want to complicate matters a bit, at the end of each line-up, have them hand their card to the person to their left or right, then give a different set of parameters for the line-up.

Line-up sentences are also great to do. Give students cards, each with a word on it. Put colored dots on the back of the cards, and first have them locate other students with the same color. Then, have them line up to make an intelligible, grammatical sentence. Have the groups take turns reading each other’s sentences and translating them. Have people holding nouns come to you and exchange their noun cards for pronouns. Point out where an adverb goes in the sentence. This makes students very aware of sentence structure.

Line-ups have also proven quite valuable when doing a unit on history. Students often have difficulty placing events in the proper perspective: which came first, second, and so on. I give cards to students doing a history unit with the names of events, people, or ideas. First, I have the events find their people (i.e., the Battle of Hastings finds William the Conqueror and Harold of England), and then they line up. Then the “ideas” find their people (i.e., “patriotism” finds Joan of Arc). Then, in chronological order, each person steps forward and says who they are and a little about themselves, hands me their card, and is seated. This is great review right before a test and just takes a couple of minutes. Last year, I also got a big piece of butcher paper and drew a huge timeline on it. As we studied history, the students recorded the events on the timeline and were encouraged to add events they studied in other classes. They added mathematicians and scientific advances they learned about, when pieces of music (i.e., Handel’s *Messiah*) were published, a bit of American history and literature, and several of their own birthdays (claiming they’d be famous some day). It was an interesting chart and a high-interest display for the classroom, as students would check to see if anything new had been added.

Other Pictorials

Venn diagrams (discussed previously, as well as in the following in the Marzano’s best practices section) are good for visual-spatial learners. They help students relate new material to familiar, writing characteristics of each into a circle but characteristics they both share into the space where the circles overlap. I use these to compare verb tenses or to compare stress pronouns with subject pronouns, but mostly I use this with literature, like when I have them compare the title character of

the French book *The Little Prince* to the Bible's Jesus, making the many similarities between the two not only visible but memorable. (I do give non-Christian students the option of comparing the Prince to another religious or historical figure if they wish, but the activity focuses on what critics perceive as an intended comparison, the writer of the book being Catholic.) We used Venn diagrams around Valentine's Day for a sometimes-humorous comparison between two people to see if they had enough in common to be a "couple" (see Chapter 4).

The final chart I often use is called a "KWL", also mentioned in the linguistic intelligence section. Before we begin a new chapter, video, or unit, we do an inventory of what we already know (K is for Know) about the topic. Then we think about what we want to know (W is for Want to Know), writing questions we want to have answered. Each day, for closure, we examine this chart, adding anything we learned to the L portion (L is for Learned) until all the questions have answers.

Games For Visual-spatial Intelligence

Games for this intelligence would include many board games like Scrabble, Monopoly, Cluedo, Bingo/*Loteria* (especially Picture Bingo, and there are many free Bingo card creators online), Twister, or Pictionary, as well as playing charades. Adding pictures to online games like Quizlet, Kahoot, Quizizz, Gimkit, and Blooket is suggested as well. Almost all card games use this intelligence, especially ones of the "Go Fish" type where students' cards show clock faces or other pictures representing vocabulary words.

A great way to "discover" visuals is to use a free jigsaw-creating app like www.jigsawplanet.com/ and visuals of a city, a country, or some art and let the kids, online, solve the puzzle (I recommend no more than 45-piece puzzles) or an online version that lets students answer questions to slowly reveal an underlying picture, free at www.classtools.net/reveal/.

Musical Intelligence

This intelligence is defined as the ability to recognize and compose musical pitches, tones, and rhythms. Deaf students have more difficulty in this area but are quite able to master rhythm. Every world language teacher knows how important pitch, tone, and rhythm are to languages.

Willis and Mason (1994) discuss the use of popular music in the target language as a tool in language instruction. They argue not only that are TL songs more relevant to the students' experiences than textbook material but that songs, in addition to providing authentic use of the target language, also are a good source of exposure to the target language culture. Music naturally transmits and reflects the culture in which it was created.

I personally find that songs are also a good way to teach vocabulary and grammar structures and give examples in Chapter 5 on teaching difficult concepts through music. Many students will learn a particular form of a verb or key vocabulary by learning a song that uses that word or tense repetitively. The website *Lyricstraining* (<http://lyricstraining.com>) has thousands of songs in many languages (and you can add more with a free account), where learners do a gap-fill activity involving the song's lyrics. Students can compete with each other to see who can get the best score. It boosts confidence, and many of my students do it at home as well as in school.

However, listening to music or watching a video is not good for long-term retention (remember Glasser's learning scale, Figure 1.2: hear = 20% and see = 30%). Music needs to be actively assessed; seven of Gardner's intelligences are addressed when teaching using music:

- Kinesthetic (clapping, dance, body movement, percussion)
- Musical (listening, singing, playing, distinguishing sounds)
- Linguistic (lyrics: reading or listening)
- Logical/mathematical (music is mathematical by nature, especially rhythm and pitch)
- Interpersonal (chorus, dance, cooperative learning with lyrics)
- Visual-spatial (video, dramatization, illustrations)
- Intrapersonal (personal connections, enjoyment)

CCSS: SL 1, 3, 4, 6;
ACTFL: Interpretive,
Novice Mid; DOK 1, 2

Listening to Music

Show a music video. Play it several times, interrupting it frequently to say the words loudly and clearly, explaining the meaning. Then encourage the students to

sing along. The best sorts of songs for this would be those that are highly repetitive and those that can be acted out (like "Sur le Pont d'Avignon", the Hokey Pokey, the Chicken Dance, and others) or those that have special steps, like the Macarena or movements to go with the animals in "Le Poussin Piou". Songs with an interesting message or visual will be favorites of your students.

Another way to get students to listen and appreciate is to do one of the following:

- Have them keep a tally of how many times they hear a phrase you tell them to listen for.
- Give each student a card with a word from the song. If they hear their word, they should stand up.

- Have students listen for a particular verb tense and signal when they hear it.
- Give students the song, cut into strips of one line each, and have them figure out what order they think they are in. Then listen to the song and let them see how close they were.
- Give each student half the lines to the song and one piece of paper. Each takes turns reading their line to the other, who writes it down.
- Have students create a cover for the song. It should include the title, the singer's name, and at least three items representing themes/ideas/things mentioned in the song. This is good as it involves several other intelligences, as well as creativity, and you end up with a visual you can display to jog their memories.
- Give students the words to the song, with key words missing (which they should already know). Have students fill in the blanks while listening to the song.

Good music to use for these activities is popular music in the target language. Spanish music is fairly easy to find: songs by Selena, Shakira, Juanes, Rosalia, Enrique Iglesias, J Balvin, Marc Antony, and many others may be purchased via the Internet or in many popular music stores. For French, try to find some Stromae, Zaz, Amir, Gims, or Vitaa. For German, Tokio Hotel and Rammstein are popular. YouTube is, of course, a great resource, but why not have students ask their pen pals to give their recommendations? Writing a music review would be a great authentic use of the TL, as well as authentic culture.

Music as Motivation

Use music as background while students are writing. Warning: Teenagers especially are very closed-minded about music, so for this purpose, don't use "theirs" or let them provide the music. Instead, play classical music or music of the folk/ethnic variety in the target language, preferably some that is unknown to the students. The object is to play something that will *not* distract them from the task at hand or encourage them to sing along, comment on whether they like it or not, and so on. It is to serve as a sort of subliminal motivator. For example, music with a fast beat will speed completion of an assignment. Music sung in the target language's rhythms will help jog memories for vocabulary. Mood music like "Clair de Lune" by Debussy will influence the setting and characters of the story they are writing or the content of the poem. Others, like Saint-Saens's "Danse Macabre", may be used to jumpstart creative writing; it is a musical representation of the dead, witches, etc. rising and riding about the night, only to fall back asleep at the rooster's call

announcing dawn. Tell this to the students, and let their imagination run wild as they listen.

Music can also provide a topic for conversation. Music with a message about the environment, human rights, or love can be used to introduce a discussion of those topics. You can also bring in examples of several different styles. Play a little of each type, and have students identify the style: techno, emo, pop, alternative, folk, and so on. Talk with them about the possible use, audience, popularity, etc. of each type. Correlate music with how fans might dress.

Music, used correctly, will help focus students' attention and relax them or invigorate them (for example, after something very lively or a fire drill or some other interruption, soothe them with soft, slow music). It can also provide transitions: some teachers use certain music to signal when a regular activity begins or ends, and playing that music tells the students to close their books and get into their groups or whatever. Music will definitely jumpstart creativity.

Songs that Teach Curriculum

Sometimes we are lucky and a good, traditional song exists for teaching material. For example, "Alouette" is good for teaching body parts, as you sing about plucking feathers off various parts of a bird (or "Jean Petit qui Danse"). "Il était une bergère" is good for introducing the *passé simple*. Two of Selena's songs, "No Me Queda Mas" and "Si Una Vez", mix the present, preterit, and imperfect and are perfect for a verb unit. Other songs can be translated; I use "Head, Shoulders, Knees and Toes" in my French classes when we study body parts or for a "brain break" when my students look like they need a change of pace. A fabulous resource for French is this site: <http://platea.pntic.mec.es/cvera/hotpot/chansons/> or the AATF wiki. For Spanish I'd recommend www.songsforteaching.com/spanishsongs.htm.

The best songs for teaching are the simplest. Take material from a chapter, especially more difficult things, and put it to familiar childhood tunes, like "Twinkle, Twinkle, Little Star" or "Jingle Bells", or some more modern ones, like "We Will Rock You" or "Royals" (look on a karaoke list). I have some wonderful vocab songs created in this way (my current favorite is the days of the week to *The Flintstones* theme) as well as grammar songs that I have gotten from other teachers. Some of my favorite verb songs are in Chapter 5. Here is a sample song, involving the possessive adjectives in French, sung to the tune of "Jingle Bells":

mon ma mes,
ton ta tes,

son sa ses, voilà !

Notre, nos

Votre, vos

Leur et Leurs, c'est ça !

I also like to involve my students in making up their own songs; not only are they proud of making up a song (or a rap), but they have learned the material it covers, “accidentally”. We have “verb operas” when students are challenged to make songs conjugating difficult verbs.

If you are not feeling creative, the “Sing, Dance, and Eat Tacos/Quiche” CDs (some on YouTube) have lots of songs set to nursery rhymes. I also recommend the music by Etienne (Stephen Langlois, alias DJ Delf, a very creative Canadian who writes materials to teach French and Spanish grammar and vocabulary through music, many available on YouTube). Senor Woolley is well known for his “Billy la Bufanda” (French version also) series as well as other catchy songs.

The Manie Musicale (www.maniemusicale.info/), begun in 2017 by Stephanie Carbonneau and Michelle Fournier, has caught on literally worldwide, with over 1,500 schools in at least 10 different countries participating in 2021. It is a musical version of basketball March Madness, with music selected carefully for school appropriateness, theme, and variety, partnered in a grid, with a winner posted every two days, and accompanied by all sorts of worksheets, games, and ideas. Spanish teachers are beginning to copy it as well.

Dance

Dance belongs in musical intelligence because of its reliance on rhythm. There are many dances you can teach your classes, and dancing to a song makes you appreciate music even more. Is there a flamenco society in your area? They may sponsor classes or at least come demonstrate the castanets and steps for you. Find a video on YouTube on how to play castanets or of folk dances or show something silly like the German dance from the movie *National Lampoon's European Vacation* or the cancan from the movie *Moulin Rouge*. Check out dance classes: salsa, cha-cha, rhumba, tango, mambo, and merengue are fairly easy to learn. Many of the calls in square dancing are in French—“promenade” (*promener* = to walk, and it's also where the prom gets its name), “do-si-do” or “dos à dos” (back-to-back), and so on—and many of the steps are from traditional French dances.

The Just Dance videos on YouTube are great also. Search for “Just Dance” and the words French or Spanish to get selections in the TL.

Choral Readings

Choral reading are included under this intelligence because, in order to read together, pause together, and so on, students must really learn the rhythm and tones of the language—where to accent syllables, what sounds the vowels make, and many other aspects of the sound of the language; they do not necessarily have to know what the poem they are reading is about, but they must feel the beat, rhymes, and mood in order to read it well. For this reason, it can be a wonderful change of pace activity in the beginning classroom as well as in an advanced class. Have a program of readings of love poems right before Valentine’s Day! [ACTFL: Presentational, Novice]

Making Musical Instruments

Are any of your students musically talented? Have them bring in a guitar, get them a piano, or whatever. For the rest, why not make them the rhythm section? Making simple rhythm instruments is the easiest and involves kinesthetic intelligence as well. Easy instruments kids love to make are rain sticks and maracas. To make a rain stick, take a cardboard tube (mailing tubes are more durable) and nails that are almost as long as the tube is wide (but not quite). Nail them right next to each other in a spiral pattern down the tube. Cover one end of the tube with masking tape, tissue paper, or papier-mâché (don’t use anything slick) and pour in some dry rice, lentils, popcorn, or really small pebbles. Cover the other end and paint and decorate the outside. When you tip the stick, it makes a sound like raindrops on leaves.

For small maracas, use a paper plate, decorated on one side. Cut it in half, folding each half in half and putting some dry popcorn kernels inside. Staple or tape it shut, attaching a piece of dowel or a craft stick as a handle, and you have two small, triangle-shaped maracas that are cheap to make. For larger ones, use a plastic bottle, partially filled with dry rice or popcorn. Use duct tape or package strapping tape to firmly tape a wood dowel in the mouth of the bottle. Wrap with paper (crepe, construction, tissue), decorate, and use. Another way to make maracas is to cover old light bulbs with papier-mâché and then break the bulb (that’s what rattles inside), then paint and decorate.

CCSS: if listening, SL1, 3, 4, 6; if reading, RL1, 3, 4, 6; ACTFL: Interpretive, Novice; DOK 2

Bodily-Kinesthetic Intelligence

This intelligence challenges the commonly held belief that mental and physical activity are unrelated. Movement can

raise blood pressure and epinephrine levels in sleepy kids, reduce restlessness, and reinforce content. Recent research has found that physical activity enhances memory to a large extent for *any* learner; the mind-body connection definitely exists.

Kinesthetically talented people use their mental abilities to coordinate their bodily movements and manipulate objects. Kinesthetic activities are easy to incorporate: daily exercise, walks, and dance as well as gestures (see Chapter 1) are examples.

- Play a “Simon Says” game with built-in content: Point to the north/south/left/right/up/down. Even more fun: they must not look in the direction named; if they do, they are “out”.
- Have students move around the room touching objects in the colors named, in the order they are named.
- Use ball-toss games for review, storytelling, or talking about themselves.

Learning Environment

How your classroom is set up physically is very important for kinesthetic reasons. Kinesthetic learners must have movement. An easy way to provide this is to organize the classroom into areas designated for seatwork, performances (skits), crafts, computer or language lab work, and conversations, as well as having a clearly defined entry, library, and storage place. Mark an area on the floor to designate the only place it is OK to speak English or where to leave backpacks so movement in the classroom is easier.

This can be done visually by using different colors of paper, tape in different colors, or strategic placement of desks, file cabinets, and so on. The purpose of these areas is to have students move about the classroom during the course of a day’s lesson. Unfortunately, many of us have large enrollments and full classrooms, but by rearranging seating for different activities, it is still possible to provide for movement. For lecture and class discussion, a “fishbone” formation is good: short rows, facing each other, around a wide central aisle (useful as a stage, for line-ups, etc.):

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XX XX XX XX XX XX XX
XX XX XX XX XX XX XX
```

XX = one desk; this setup seats 28.

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XX XX XX XX XX XX XX
XX XX XX XX XX XX XX
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For conversations or group work, set up “pods” of three to five chairs pushed together into one large unit:

XXXX XXXX XXXX XXXX

XXXX XXXX XXXX XXXX

XX = 1 desk. This also seats 28.

XXXX XXXX XXXX

XXXX XXXX XXXX

ACTFL: Presentational,
Novice Mid to Inter-
mediate Mid

Drama

To make any topic a kinesthetic activity, turn it into a play. Write a script and make costumes. Choreograph a poem, dance to one of the grammar songs, or memorize and lip synch a tape (music or conversation). Have a puppet show version of the dialogue in the chapter. The more senses you can involve (sight, sound, hearing, touch), the more the students will remember the material.

ACTFL: Interpersonal,
Novice Mid

Running Dictation

Post a story on the wall; Partner A will run up to it, memorize as much as possible, and then run back to Partner B and tell it to B. B will write it down, and A will correct it and then run back for more. Halfway through the story, they will switch roles.

all are CCSS: SL1, 6;
ACTFL: Interper-
sonal, Intermediate
Low, DOK 2

Simulations

Simulations are probably what world languages have always done best: how you make students see that the vocabulary and behaviors you are teaching them are really useful. Most kids know that movies are not real life, so videos have some but not significant impact on their perceiving grammar or vocabulary as relevant. But put them in a situation where they must actually perform, using the language, in a life-like “reality” situation, and they suddenly see the relevance of what they have been learning, as well as get feedback on how well they have mastered these communications skills.

In short, simulations are the “meat” of world language teaching. A good simulation has several different parts. When choosing a simulation, a teacher makes several decisions, based on time available, what

classroom resources are needed (and finances), how to assign teams (small groups of no more than five are best, says the research; I prefer even smaller ones), and, especially, how to distribute the high-status roles in a manner the students will perceive as fair. The teacher must also decide if this activity will be graded and, if so, how this will be done. Of course, a simulation usually follows extensive preparation by the students (learning vocabulary and practicing skits and conversational skills) and preparation of the students by the teacher, by explaining the goal or goals and the rules of the simulation, as well as assigning the students to teams, modeling the correct behavior, and giving the students a small practice session before beginning the actual simulation.

Some good, easy short simulations would be:

Ask directions	Buy tickets	Shop: for food, clothing, toiletries, etc.
Make a phone call	Bargain for a taxi	Complain: at a restaurant or hotel

A good example would be when, after practicing vocabulary and culture, I have my students check into my “hotel”. As they enter my classroom, singly or in small groups, they ask for a room, specify the type of bed and bathroom facilities they want, and ask the price, whether or not breakfast is included, and any other information they need. I hand them a room key, and they fill out a form like those used in most hotels, with passport number and other relevant information, which they return to the desk, picking up a sheet with vocabulary about a standard hotel room—which, at the bottom, tells them that there is a problem with their room and they must complain to the desk clerk. My check sheet for this activity looks like this:

CHECK-IN	Began conversation	Yes	No
Name _____	Answered questions	Y	N
	Asked price	Y	N
	Asked/breakfast	Y	N
	Said thank you	Y	N
	Form turned in to clerk	Y	N
	“Filled out correctly”	Y	N
	Complaint made	Y	N
	Understandable	Y	N
	Polite	Y	N

Each yes is worth one point.

A good, longer simulation has two characteristics: it is like real life (authentic), and it involves an on-going process or series of necessary behaviors. In a game called *El Mercado/Le Marché/Das Kaufhaus*, students go shopping. [ACTFL: Interpersonal, Intermediate Mid] First they study vocabulary on clothing, which is sold at the market, as well as the tradition of bargaining (“too expensive”, “three for ten euros”), which is in the text and videos, if possible. Then the students are divided into teams. Some are the store owners, and their aim is to sell as many items for as much money as possible. Other teams are shoppers, who want to buy clothing “outfits” (what good is a shirt if it doesn’t go with anything else?) for as little as possible. Stores are given identical sets of cards with clothing items pictured and money for making change. Shoppers are given money to spend. After a brief planning period when stores set prices and shoppers plan strategy, the teacher must explain a few more rules. As I have done this simulation over the years, the rules get longer: I now add “No armed robbery” and “No shoplifting” to my usual “No English” rule (smile) and also explain the scoring system.

After handling any questions, the stores open, and shopping begins. During this time, the teacher has two roles: referee, to see that rules are followed, and coach, to give advice in a supportive way while still allowing the students to make mistakes. Since most stores close for a noon break, or siesta, a closing bell is rung after about 20 minutes, shoppers finish their current buying, and everyone regroups. The teacher can use this time to highlight common errors observed, the stores to mark down prices, and the shoppers to lay out their outfits and see what is still needed. Then, shopping begins again. When time is called, the exercise is over, scoring is done, and the winning stores and shoppers are rewarded.

Then comes the most important portion of a simulation: debriefing. How closely did this exercise resemble the real world? What difficulties did shoppers encounter, and what solutions did they find? What cultural differences did they observe? What would they do differently next time? What additional vocabulary did they need? What gestures did they use? Students need time to analyze what happened, compare it to their previous experiences, and appraise their performance, planning how to redesign it for future simulations or, hopefully, during a real trip to that country.

Grading a simulation is up to the teacher. It could be a simple participation grade: 4 points for participating fully in the target language, 3 if used English, 2 if had to be encouraged to participate, 1 if breaks rules, based on the teacher’s observations while circulating. The activity could

culminate in a written exercise which could be collected, or you could have a check sheet similar to the one I showed prior for the hotel activity. I have written three multiweek simulations (a murder mystery, an action adventure, and a soap opera) and have used them in my classes for more than 30 years.

There are many, many different ways to use simulations. Wish you could find a guest speaker, but don't have one? Simulate one: have students write questions they would like to ask a guest speaker and then research the answers. For example, have students prepare questions for a German/French/Spanish exchange student and then, using online blogs, videos, or a pen pal if available, try to find answers.

Elaborations

Simulations do *not* have to have a lot of props, and a good simulation need not even involve a lot of preparation because in real-life situations, the outcome of a conversation or situation will depend on the other person's reactions and responses. It is this unknown factor that is both a little scary and a little exciting for the students.

Simulations can be simply setting up conversational situations. I have several of these I like to do primarily with upper-level classes.

One is called Elaborating. In it, students are not allowed to simply answer yes or no to yes/no questions; they must Make It Juicy. My definition of Juicy is "one or more of these: With Whom, What, Where, When, Why, or How elements". For example, if asked if they live in town, they may reply yes, but then they must volunteer more: how long they have lived there, or what color their house is, or what street they live on, and then they must turn the question around on the interviewer: Do you live in town? Do you like living in town? I usually provide question cards for this type of activity based on whatever topic we are studying: where to shop, driving cars, studies, or whatever.

Another variation on Elaborating is Multiple Responses, where students are asked to provide a variety of responses. In *la aduana* (customs), to the inspector's statement "Su pasaporte, por favor", give as many appropriate responses as possible (it is fun to play this in teams): "Como no?" "Claro". "Aquí tiene Ud. mi pasaporte". "Un minuto, por favor. Está en mi maleta". Translations: "Why not?" "Of course". "Here's my passport". "Just a minute please; it's in my suitcase". See how creative your students can get! Have competitions between classes to see who can do the most.

CCSS: W1, 2b or SL1,
4; ACTFL: Interper-
sonal, Novice High;
DOK 2

Another variation is called Reactions. After reading or hearing a description of a situation, students are asked to play the roles of different people and react to the event:

EXAMPLE: *Ein junger Arzt, der eben aus dem Krankenhaus gekommen ist, läuft über die enge Strasse, die mit den vielen Wagen des Hauptverkehrszeit verstopft ist, ein unvorsichtiges Benehmen.* (A young doctor has just left the hospital, running across a narrow street that is full of rush-hour traffic, very careless behavior.)

Roles to assign for this would be accompanied by a suggestion as to what type of reaction is desired: *ein Polizist/Frage* (a policeman/ask a question, such as, “What do you think you are doing, young man?”). The policeman could also exclaim or could question another person. Other roles would include such people as *ein Kind zu seiner Mutter/Frage, Bemerkung* (child to his/her mother/question or observation), the child’s mother/reply, a bus driver/exclamation (*Ausruf*), the doctor’s wife, a pedestrian, an elderly woman to the child/negative question, a merchant at the door to his shop, and so on.

Elizabeth D. Morie, in her chapter in *Teaching in the Block* (Canady & Rettig, 1996), lists the following advantages to using simulations:

1. Student interest and enthusiasm, “for the content, the teacher, greater motivation for learning in general”. (p 155)
2. Better attitudinal changes. Students are more empathetic and tolerant. Increased peer and student-teacher interaction. A more relaxed, open classroom.
3. Skills enhancement: Improved coping and decision-making, bargaining, and persuasive skills.
4. Factual learning. Simulations make knowledge more relevant and understandable, leading to more transfer and long-term retention of material.
5. Variety and change of pace, since the activity’s outcome is unpredictable and since simulations are not done as often. It is also an opportunity for movement.
6. Responsive environment. Students get immediate feedback and know how well they are doing.
7. Safety. A perception that it is okay to make errors and keep going.

Manipulatives

Even if full-body movement isn’t always possible, involve students physically through manipulatives, things they can do with their hands. The “signal” sponge listed in Chapter 1 is designed specifically for

kinesthetic learners. Manipulatives can be as simple as using different colored pencils to write a sentence (black for nouns, red for verbs, blue for other) or vocabulary (one color for each gender). TPR (Total Physical Response) activities are good, too: give commands to the students to put their paper on their head or stack different colored blocks. Clocks with movable hands when telling time are typical manipulatives. Have students assemble things: Lego structures, an origami bird. Here is a long list of manipulative activities:

- Bring in dolls or stuffed animals that can be dressed as described, introduced to each other, placed in various regions of a map marked on the floor with tape, or seated in various rooms of a “house” drawn on butcher paper.

CCSS: SL1a, L1; ACTFL: Interpretive, Novice; DOK 2
 - Using toy cars and a large map, or a model of a city you have built, have students take turns driving the cars according to their partner’s instructions. This could practice learning places on a map, as well as prepositions and command forms of verbs. [ACTFL: Interpretive, Novice] Even more fun is to have someone bring in a remote-controlled toy car to drive. The student could drive the car, describing what he or she is doing or asking for advice such as whether to turn left or right.

CCSS: SL1.4, 1.6; ACTFL: Presentational, Novice High; DOK 2
 - Use play money to shop or purchase food during a simulation. Make change.
 - Teach students a magic trick in the target language, and assign them to teach it to a friend, parent, or sibling as homework.
 - Living Mannequin: Arrange students in various positions and have them guess what vocabulary word they are.
 - Get a book of string games like Cat’s Cradle and Jacob’s Ladder and you will be able to see easily who is listening and following directions.
 - Have students bring in a toy or hobby and demonstrate it or pick a skill they’d like to teach the class.
 - Eating a meal is different from country to country—how forks and knives are held, how to get food (serve yourself or ask people to pass it), how to use spices and sauces. Set up typical table settings, and have students eat a meal according to the etiquette of another country (especially fun when it involves chopsticks or eating with your hands).
- CCSS: SL1a; ACTFL: Interpretive, Novice Mid

- See Chapter 3 for mention of Cootie Catchers and an extensive list of creative flashcard activities.
- Foldables templates are easy to find online. Make cardstock into a row of shops, a family, and many more things. My students made “verb snowflakes” last winter.

CCSS: R1.4, SL1; ACTFL:
Interpersonal or
Interpretive, Novice
Mid; DOK 1

Games

Table games are the least physical, but anything using dice or cards will appeal to a kinesthetic learner. Board races also are good for students who need movement.

Have scavenger hunts (inside or outside the classroom). Play kinesthetically oriented games like Simon Says, Mother May I?, Charades, Jenga (Chapter 4), or Twister. Draw or masking tape a hopscotch path on the floor, with vocabulary words or verbs in each square, and have students define or conjugate the word they land on. Do exercise routines in the target language (practices body parts, commands, numbers, and adverbial expressions). Tai chi is good for Japanese or Chinese culture as well as the kinesthetic value.

Mark off the floor into squares that have letters and numbers and then tell yourself to walk, hop, run, crawl, skip, jump, walk backward, walk on your knees, etc. to a particular square to introduce the vocabulary. Ask students to volunteer to participate when they feel comfortable. When you get a larger number of volunteers, put them in teams and see which team can follow more of your orders correctly. The next day, repeat, but direct students toward classroom objects like the desk, chair, door, flag, wastebasket, pencil sharpener, and other locations.

“Brain breaks” are easy to find on the Internet. I type some out, laminate them on colored cards, and students choose a color (good way to teach colors) and we do a short activity in the target language and then return to whatever we were doing, refreshed.

Although it is technically not a game, palm reading is an entertain-

CCSS: SL1, ACTFL:
Interpretive (reading) and Interpersonal (discussing)
Intermediate Mid;
DOK 2

ing activity that generates a high level of student interest. It also practices the future tense, and students can observe and comment on the similarities and differences between their “fortunes” and those of classmates. Books on palm reading are available at many libraries, or you can just pretend and make up a fortune.

Outdoors, demonstrate (in the target language) and then have them practice skipping rope to rhymes used in another country. Play a game of softball, soccer, or pétanque (boules, bocci) using only the target language (practice appropriate things to say first, of course). Arrange for contests of strength, speed, or agility, and have students encourage each other, measure the results, and record and compare the performances in the target language. Begin an exercise program, and have students keep track of their progress and report on it.

Cooking

Once again, cooking is best done in the target language. I try to have metric measuring cups, as well as recipes with photos. If possible, I have a local chef or a video to demonstrate how to make an omelet or a crepe; if not, I demonstrate, in the target language (and a lot of nonverbal communication). Then, I turn the kids loose, and we make and eat the food. Here are some good recipes:

CCSS: RL2, 4; ACTFL:
Interpretive, Novice
High; DOK 1

Quesadillas

Start with prepared flour or corn tortillas (one per student or serving). Put slices of cheese on half, fold the top over, and heat until the cheese melts. Enjoy with salsa, beans, and other traditional accompaniments.

Flour tortillas are also an easy dessert: cut into strips, deep fry briefly (they will puff up), and sprinkle with cinnamon sugar.

Sangria (a traditional Spanish fruit beverage)

- 1 12-oz can frozen grape juice concentrate
- 1 12-oz can frozen pink lemonade
- 1 2-liter (or 2 quarts) ginger ale
- orange, apple, banana slices

Mix the first 3 ingredients in a large pitcher. Pour into cups filled with ice. Put an orange slice in each (apples and bananas for those who want them or hate oranges). Serves 25.

Crepes (French pancakes)

- 3 eggs
- 1 1/2 c. milk
- 1 c. flour
- 2 tbsp. sugar

Mix the ingredients at least six hours before preparing crepes. Heat a small empty frying pan until it is quite hot (a drop of water will dance or sizzle). If the pan is not nonstick, oil it lightly. Take about 1/4 cup (or a bit less) of batter and pour it all at once into the pan, quickly tilting the pan to spread the batter as thinly as possible. When the crepe is cooked on one side, check it to make sure it is loose and flip it into the air to turn it (it's a lot easier than it looks). When done, place on a plate, fill with honey, cinnamon sugar, jam, or Nutella (chocolate spread) or melt in a little Swiss cheese or cheese and ham. Other less traditional fillings are canned pie filling or pudding. Roll up and eat with your fingers. Makes 8 to 10 crepes.

We have the traditional crepe race afterward: make two "racing crepes" (thicker than usual) and have volunteers run from one point to another, flipping the crepes as they run.

Kartoffelpuffer (German potato pancakes)

- 2 large potatoes, grated (approx. 2 1/2 cups)
- Water with lemon juice
- 1 boiled potato, mashed
- 2 tbsp. milk
- 1 egg, beaten
- 1/2 tsp. salt
- Fat for frying (about 1/2 stick margarine or butter)

Put the grated potatoes in the water, then drain, squeezing out any liquid. Add the rest of the ingredients and drop batter for three or four pancakes at a time into the fat. Brown on both sides and serve with applesauce or sour cream. Makes enough for 3 or 4 people for a meal, more for students to just have a taste.

There are many, many other ethnic foods to fix; I just listed some very easy and inexpensive ones as examples. Churros con chocolate, quiche lorraine or croque monsieur, Apfelstrudel or sauerkraut . . . the list of possibilities is endless.

My French club, outside regular school hours, has baked, assembled, and decorated a gingerbread replica of a French Renaissance castle and entered it in the local gingerbread house contest. For several years, we have won a prize and spent the money for a DVD, T-shirts, or a party or meal that the students want. For many of my students, it is the first time they have ever done anything this creative, and we use our French, study architecture, and get to eat all the leftover candy.

Field Trips

Field trips are traditionally a kinesthetic experience, and if you have a museum, an ethnic restaurant, a traveling theater company performing, or another worthwhile site to visit, or feel that a change of scenery would inspire your students' creativity, by all means give your students that opportunity. I would, however, venture that most field trips would be best done outside regular school hours; interested students could still attend, and class time could usually be used more productively.

Interpersonal Intelligence

The ability to communicate one's feelings to others as well as to understand their feelings and intentions is highly valued in our society today. Anything interactive will use this intelligence, which relies upon all the other intelligences. To improve or strengthen this intelligence, teach your students relational skills: give students opportunities to practice listening, encouraging others, and reaching consensus. The real goal is for students to learn to feel comfortable about personal abilities and characteristics, as well as acknowledge and respect the opinions, ideas, values, and characteristics of others.

all CCSS: SL1, 3, 4, 6;
if speaking L1, if
writing W2; ACTFL:
Interpersonal, Nov-
ice Low to Mid; DOK
2, 3

Communication and Empathy

The first word in the definition of this intelligence is "communicate". Communication is both verbal and nonverbal. Begin with the nonverbal form:

- Have students use body language to express various emotions. Remind them to use gestures as well as sounds (but no words). Practice using body language to express encouragement and support for others. Point out, over the next few days or weeks, students exhibiting this body language, or ask the whole class to remember and show you this when they are inattentive.
- Practice people watching. Show a video with the sound off. Evaluate the dress, gestures, and facial expressions of the characters in the video, and speculate about what they are thinking, feeling, and saying. Then watch it again, with the sound on, to check for accuracy. (This is an integral part of the method called Movie Talk, part of CI teaching.)

To foster verbal communication, have students draw something related to the unit you're on in the text as homework: a person's face, a plate

of food, a fully clothed person, a room in a house, a town map. The next day, pair two of them back-to-back and have Student A draw while Student B describes his or her drawing. Neither can look at the other's paper, and no gestures or other nonverbal communication are allowed. Student A is allowed to ask any questions (in the target language, of course). When they are done, have them compare drawings and discuss. Feedback is important.

Interpersonal Communication Projects

Have students survey their classmates to find things they have or do that are unique (at least, for that particular class). For example, they might be the only ones who collect baseball cards or have no siblings. They could also look for opposites to talk about: my dog is black, and Henry has a white cat.

A standard project for interpersonal communication is some sort of "me project". This may take any form. Some teachers have students make a coat of arms, divided into four sections. One section is for family, one for hobbies and interests, one for the future, and one for school and studies. A student would then draw or paste pictures in each section that represent things in his or her life. To present this, he or she would show the pictures and explain their meaning (in the target language, of course).

A similar project would be a collage of pictures and words that have meaning to the student. This would be presented to a partner, who should ask questions about the items in the collage, as well as comment on items he or she likes or dislikes.

An interesting variation that I read about is the "me portrait" in which a face is drawn, with doors built into it: the forehead, eyelids, nose, and mouth lift up to reveal pictures beneath them. These are usually posted in the classroom, and students are asked to walk around, looking beneath the doors. Then, the class would hold a discussion about what was interesting, unusual, common, and so on.

I generally give my students several options of what sort of project they would like to do to help us know them better, but all projects must include the following:

1. some sort of audiovisual aid;
2. a one- or two-page summary of who they are (in the target language for second year and above or at the end of the first year of level 1); and
3. an oral presentation that explains the project.

Another variation that I do the second day of school with my advanced classes is to tell students to bring in three items that "represent" them.

They “show and tell” these (we use Inside-Outside Circle for this) to their classmates.

Listening Interpersonally

Verbal communication also means good listening skills. Have one student explain a typical day, a frightening or exciting experience, their last Christmas or birthday, a vacation taken as a child, or a similar topic. The listener should do the following:

1. Ask questions. Make a rule that, after making the initial statement, the initial speaker must wait for a question from the listener before speaking again. The speaker may, however, volunteer more information than the listener requests.
2. Make appropriate comments (see Figure 2.5).
3. Paraphrase to check for understanding every other time he or she speaks.

Here’s an example:

A: I went to Florida last summer.

B: What part? (question)

A: My grandma lives in Miami. (answer plus additional information)

B: Do you go to Miami often? (paraphrase and question)

A: Yeah, it’s very warm there even in winter. (answer plus additional information)

B: I’ll bet. Do you go to the beach? (appropriate comment and question)

A: Every day. I get pretty tan. I like to body surf, too.

B: I can see the tan. Are you good at bodysurfing? (paraphrase, comment, and question)

Empathizing

Interpersonal learners sense the perspective of others: mood, motivation, and intentions. In addition to the activity in which students watched a video with the sound off and guessed at a character’s feelings and motives, you could also have students look at a situation from someone else’s point of view:

On Saturday night, what were the following people doing?

1. Your mother
2. Your Spanish teacher
3. The bus driver

Figure 2.5 Reaction phrases to use in class

Español	Français	Deutsch
Sí.	Oui.	Ja.
Es verdad.	C'est vrai.	Wahr.
Es cierto.	Bien sur.	Jawohl.
Lo creo /Creo que si.	Je crois que oui.	Ich glaube das.
¡Qué bueno!	Très bien!	Sehr gut!
¡Qué fantástico!	Fantastique!	Phantastisch!
¡Qué interesante!	Très interessant!	Sehr interessant!
¡Qué formidable!	Formidable!	Wunderbar!
Espero que sí.	J'espère que oui.	Hoffentlich.
¿Verdad? / ¿De veras?	N'est-ce pas?/ C'est vrai?	Nicht wahr?/ Wirklich?
¿Es cierto?	Tu es sûr(e)?	Bist du sicher?
¿En serio?	Tu es sérieux/se?	Bist du ernst?
No estoy seguro/a.	Je ne suis pas sûr(e).	Ich bin nicht sicher.
A veces.	On verra.	Möglich.
No me importa(n).	Ça ne me fait rien.	Das macht nichts.
No.	Non.	Nein.
No es verdad.	Ce n'est pas vrai.	Das ist nicht wahr.
No lo creo/Creo que no.	Je ne te crois pas.	Das ist nicht glaubhaft.
¡Qué ridículo/ tontería!	C'est ridicule/bête!	Unglaublich!
¡Qué aburrido!	C'est absurde!	Unsinnig!
¡Pura mentira! / ¡Mentiroso/a!	Tu mens! Menteur/euse!	Du lügst! Lügner!

Answers would be something like:

1. My mother would say, "She's cleaning her room".
2. My teacher would say, "She's studying for the quiz Monday".
3. The bus driver would say, "She's watching a movie".

Collaborative Learning/cooperative Learning

These two terms are often used interchangeably and are 21st century skills but are actually different activities; however, both focus on peer interactions and promoting social skills. **Collaborative learning** is any situation when groups of students work together in small groups toward a common goal. Collaborative groups, with the teacher as a guide/resource, organize themselves and explore a significant question or create a meaningful project. It varies from the traditional student-teacher relationship because students are empowered and asked to do open-ended, more complex tasks such

as collaborative writing, problem solving, debates, study teams, and other activities; students form their own groups and can even work with students overseas, mentors, and other people not in their class. Students in collaborative groups are assessed both individually and as a group. **Cooperative learning** is a type of collaborative learning in which the teacher is the authority and students work together in a situation usually involving previously learned material, with students each having a specific role in the group. They have a common, highly structured goal or product that has a specific form or answer. Students in a cooperative group generally get an individual grade. **Project-based learning (PBL)** is a method where the problem/goal is introduced at the beginning of the unit and provides the context and motivation for all the learning that follows. It is always active and can be collaborative or cooperative.

Since 1898, over 700 studies have shown these methods offer the following benefits:

- higher achievement and greater productivity;
- greater retention of material learned;
- better, more supportive relationships, both among students and with the instructor; and
- greater self-esteem and better social skills on the part of the students.

There have been hundreds of textbooks written on cooperative learning activities. One of my favorites is by Spencer Kagan (see Resources), and I have a chapter on many different types of cooperative activities in my book *Teaching Foreign Languages in the Block*. Students are often more willing to share their personal feelings in a small group setting than when answering before the whole class.

Robert E. Slavin (1991) also found the following benefits: a greater liking for classmates, more acceptance for mainstreamed students, and a development of attitudes such as fondness for school, peer models who favor doing well academically, feelings of individual control over one's fate, and expressions of altruism, and these findings were true for high-, medium- and low-ability students. There are basically three different types: formal (the group stays together until a project is done), informal (extremely short-term activities such as checking with a partner), and base group (a long-term group whose goal is to provide peer support for each other as well as to be accountable in the long term for grades and participation/performance).

Each student in the group must have one (or two) roles assigned to him or her. The Checker is the role every group must have. Rosenshine and Stevens (1986) found that checking frequently for comprehension was significantly correlated with higher levels of student learning and achievement. The Checker makes sure everyone knows whatever the essential learning is because, to be successful, the group must have group goals (filling out the worksheet, etc.) but individual responsibility: each person must know everything.

Types of cooperative learning strategies would be: Think/Pair/Share, Pairs/Check, Pairs/Read, Pairs/Listen, Pair/Drill, Get the Picture, Graffiti, Inside-Outside Circle, Jigsaw, Round Robin, Four Corners, Send-a-Problem, Team Test, and many others, most of which are found in this book as well as my previous book.

Perhaps, for interpersonal learning, students in a small cooperative group tell something about themselves that others don't know. After the group has learned each other's secrets, one person from the group picks a secret, tells it to the class, and the class guesses whose secret it is. Have the class vote whose was the most surprising, unusual, or interesting.

CCSS: SL1, 3, W2, 4,
L1 and L2; ACTFL:
Interpersonal and
Presentational, Nov-
ice Low; DOK 2

Four Corners

Four Corners is what it sounds like: the corners of the room are labeled, and students go to the corner they prefer. As a regular activity, it is a good practice for conversation about vocabulary: I might, for example, label each corner something like "fruits", "vegetables", "meat", and "dessert" and have students go to their

favorite and name as many foods as they can in that category or each tell their favorite. If I want something written, I have the people in the corner record their list on the wall, each group in a different color, and then the groups rotate and compete to see which group can add the most words to other groups' lists. Other topics could be what students did over the weekend, living situations (one parent, two, adopted, etc.), vacations taken to various places, favorite teams, or sports. For more advanced classes, corners could represent characters from a novel or from history, professions, types of cars, or even variations of one statement such as "The future is . . . bright, scary, what we make it, etc." Again, discussion in the target language would take place.

For interpersonal purposes, the last variation mentioned would be good, as the students would be discussing feelings. An even simpler and very effective use of Four Corners, however, is in team building (as well as a valuable lesson about stereotypes). Have students, without staring or pointing or talking, choose someone else in the room that they feel they have little in common with. Then run them through five or six sets of “corners” such as pets they’d like to have, types of movies they like, and so on. Students will find some surprises each time they move and that they have more in common with the student they picked at the beginning of the activity than they thought.

Determining Class Values

Speaking of team building, for good interpersonal communication, let your students have a say in the rules for the class (see Chapter 4 under Back to School).

You may also want to discuss more controversial things, issues on which there will be many opinions: early vs. late marriage, large vs. small families, dress codes, public displays of affection, social media, year-round school, politics, current events. List the issues on the board in the target language as students express them. Do a line-up. Have them write an essay or do a drawing to show their viewpoint.

Have the students also share their hopes and fantasies. Choose a particular one, such as the perfect house, the perfect job, the perfect trip, the perfect day, the perfect date, the perfect mate, “what would you do if you were given a million dollars”, or “how you would spend the last day of your life” (a good way to practice the conditional tense!). Have the students write down their ideas and then share them. Make comments on how the fantasy might fit the student’s personality.

CCSS: W2, 3, 4, L2;
ACTFL: Interpersonal, Intermediate Low; DOK 1 or 2

Role-playing from Diverse or Global Perspectives

I like to check out the diversity within each class with the following activity: find out how many students do things in different ways. Examples could be: when they brush their teeth, where they study, what they do when they have a headache, what injuries or operations they have had, types of watches or footwear or vehicles owned, what their favorite clothes are. (See Four Corners for more possibilities.) Point out the diversity you find and ask them to imagine what the answers would be in

a country where the target language is spoken. See if you can find out using the Internet. For logical-mathematical learning, make a chart or graphic organizer of the results.

Barnge is an interesting card game that can be found online at <https://sites.lsa.umich.edu/inclusive-teaching/barnge/>. In it, students are divided into groups and provided with a set of rules. In complete silence, the students read the rules and begin playing the game. After several rounds, one student (with the lowest score) will rotate to another group and begin to play with them, still in total silence. However, this new group did not have the same set of rules, and the new student will experience the “culture shock” of not understanding the rules, still without speaking, and the group will experience the new member’s frustration and puzzlement as he or she struggles to deal with them. These rotations continue until you judge that frustration has built up, some students are quitting, and so on, and then you debrief the class about what happened. In the discussion you should reach some truths about cultural differences and how to deal with them.

Another way to present cultural differences is to give students articles to read about current events, articles from other countries that have a different perspective. Viewpoints vary widely right now about the US’s role in settling international disputes, women’s issues, the environment, immigration, and many other topics. Reading a different viewpoint needs to be taught (“different does not mean wrong”), and cultural perspectives is one of the key ACTFL standards, so this is very worthwhile and can be eye-opening for some.

Working With an Adult

Students need to also work with adults as well as with their peers. Here are some things you could ask your students to do with an adult (and have the adult sign a paper as proof that it was done):

CCSS: SL1, 4; ACTFL:
Presentational and
Interpersonal, Nov-
ice Mid; DOK 2

1. Read a story to the adult. Talk about what it means.
2. Teach an adult something you learned in class.
3. Cook an ethnic food together and rate the new dish.
4. When current events are taking place in a country that speaks the TL, sit down and locate the country on a map. Talk about what is happening. Compare your points of view.

5. Interview: document a typical day in the life of the adult, find out what he or she does or how he or she feels about an issue, ask about his/her past, etc.

CCSS: SL1; ACTFL:
Interpersonal, Nov-
ice Mid, DOK 2

Volunteering/service Projects

Arrange for students to participate in several volunteer service projects during the year. Possibilities are things like tutoring Spanish or FL speakers in English through the local Literacy Coalition or raising a house with Habitat for Humanity. Outside the local area, have a bake sale or project to raise money for a humanitarian organization like Doctors Without Borders/Médecins sans Frontières (provides medical care in war-torn areas internationally), Oxfam (Nobel Prize-winning group that feeds the hungry worldwide), UNICEF, Make-A-Wish, Red Cross, or other similar groups which, since they are international, could also provide you with classroom materials in the language you teach. My students make Christmas cards for shut-ins in Quebec (I send them to a church to distribute for me), and I started a chapter of Amnesty International (AI) at my school. AI is a Nobel Prize-winning human rights movement, and we write monthly letters on behalf of people being tortured, imprisoned, or discriminated against. You can even ask to be given cases that involve only teens or only in countries that speak the language you teach (and have students write in that language). We also, as part of our final exam, write about which projects we enjoyed most and why: a good example of the next intelligence.

Intrapersonal Intelligence

The seventh intelligence is the ability to understand one's own feelings and motivations and, in addition, to use this self-perception to plan and direct one's own life. The teacher must provide an environment where the student feels free to express him- or herself. If things are told to you in confidence, do not bring them up before the class. As in one of my favorite books, *Up the Down Staircase*, let students choose an alias at the beginning in order to feel free to express themselves (only the teacher will know who each person is).

Self-Esteem

Self-esteem is often based upon self-knowledge. Have students answer a "deep" question each day, keeping the answers in a journal. In the journal, they could write, paint, or draw feelings, ideas,

insights, and important events. Questions help them get started; you might want to pick a question and require an answer or simply provide one in case they need inspiration for that week's writing. Questions could be:

Who is your hero/heroine?
 If you had three wishes, what would they be?
 What is one of your fears?
 If you could change anything about yourself, what would it be?
 What is your life motto?
 When I am in school/at a dance/at home, I am . . .
 Ideal parents are . . .
 Teachers seldom are . . .
 Agree or disagree: sports are very important.

They could also make lists:

Things I think are beautiful
 Things I want to finish
 People I know well
 Things I want to buy
 Things to do in my free time

In their journal, they could also keep a "mood graph" of their high and low points each day or week, noting the external events that contributed to these different moods. This would help them avoid situations that lower their mood, making them more aware of how their behavior or surroundings influence them (a skill many teenagers don't have).

CCSS: SL1, 3, 4, 6, L1;
 ACTFL: Presentational, Intermediate Low; DOK 1 or 2

Have students, with a partner, explore personal perceptions of themselves: have them talk about "Who I think I am", "Who you think I am", "Who you think you are", "Who I think you are", and so on. Then, in the journal, have them reflect on how their self-perception differs from the partner's perception of them.

Have students write a character sketch of themselves, using their fictitious name to protect their identity, since these will be shared with the rest of the class. They should use as many senses as possible to describe themselves, as well as describe their behaviors and why they do these, significant people in their lives, their own hopes and dreams

for the future, and the impact they have on other students. Choose some to read and discuss in small groups, put them in a scrapbook for students who finish assignments early to read, or just post them in the display area for a high-interest bulletin board.

Have students write, draw, or compose a song or poem about an event that changed their lives and what they learned from that experience. Have students time travel mentally into the far future and view themselves as they are now from that distant perspective (an old person looking back at his/her youth). Have them write a future newspaper article about their achievement(s).

CCSS: W2, 3, 4, L2;
ACTFL: Presentational, Intermediate Mid; DOK 1 or 2
CCSS: W2, 3, 4, L2;
ACTFL: Presentational, Intermediate Low; DOK 1 or 2

Compliment Circles

Teach students to get and give compliments gracefully (I motivate mine by reminding them that these phrases are good to know when meeting someone, on a date, etc.). Have students write their name on a paper and pass the papers around the room. Have everyone write something they like about a person on the paper. Collect them long enough to make sure everyone took this assignment seriously, and hand them out. I have had students tell me that this changed their whole life; perhaps someone wrote that they had a nice smile, so they made an effort to smile more, and people were nicer to them, and . . . good things happened to them. A variation on this is to sit in a circle and give compliments face-to-face, but I find teenagers aren't too comfortable with this. Once I taped papers on students' backs and they wrote compliments or suggestions on each other's papers (again, I read the papers before I removed them for the students to see). Another time, we made our compliments more generally, and after I approved them, we turned them into paper airplanes and flew them, with every student picking one up.

For National French Week each year, we write compliments on Post-Its and put one on every locker at school; they stayed up for two months or more last fall and were a major hit. French speakers were in demand to translate what the note said for their friends, though we try to use cognates in our messages.

CCSS: W2, 4, L2; ACTFL: Interpersonal, Novice Low; DOK 1

Peer Support

Choose a partner for each student, and occasionally give them time to meet. Their goal is to make a list of each other's strengths and then plan how to use those strengths to achieve future goals. Each time they meet, they would report on their progress toward their goal(s). I usually have them set a goal for my class, a goal to accomplish before they graduate, and one other goal of their choice. Having a peer to report to, and who expects effort and progress from them, is a great motivator. Having a list of goals, with a written record of progress, is great for a student's self-esteem.

Metacognition

Another form of self-knowledge is to know how you learn best (metamemory). Asking students a list of questions will help them define how they learn best: Do you learn best when you listen to music or when it is quiet? Is it easier to memorize a list of opposites or a list of similar words? When do you feel most like studying: right after school or after dinner? Where can you go in your house with the least distractions?

What students believe about when, where, and how they are most focused on learning influences whether they use that to learn more efficiently. If students are not aware of a strategy, or believe that it is not useful or necessary, they are very unlikely to apply it. A good learner has more "tools" with which to learn: he or she will think and plan first and self-correct, for example. Many students believe that it is the teacher's responsibility to make them learn, or, if they know their learning style, they demand to use only that one. The more cognitive strategies and self-awareness they have, the more success they will see. To help them, use these six steps:

1. Provide explicit instruction in what the task is, what the objectives are, and how to assess progress or completion. For example, set time limits and clear expectations about how much should have been accomplished during that time.
2. Provide opportunities for the class to work cooperatively.
3. Suggest various strategies they might use, and provide practice.
4. Help students link newly acquired knowledge to previously learned knowledge. Remind them of rules previously learned.
5. Hold a discussion after the task to talk about what was learned and how, problems they ran into, what strategies worked well to solve them, and how to avoid such problems in the future.

6. Model metacognitive behavior, using techniques such as thinking out loud during problem solving, explaining the process of deciding how to attack a problem or issue, doing some explicit self-monitoring for comprehension, checking the final answer, etc.

Students should be taught to plan how to study, select a strategy, self-monitor, self-question (i.e., “Is this all I need to do?” or “What does that mean?”), self-evaluate, and predict the answer. Cooperative learning will help them learn how, as other students voice their thought processes.

Memory Model is a good strategy to use, although few students know it.

Memory Model

This method is good for learning new material as a group, but Memory Model is better for memorizing data such as names (both from novels and geography) and vocabulary lists. Memory Model is a form of mnemonics also called Link-Word which attempts to make it easier for students to recall words by drawing from their own personal experience to form word associations. In step one, the students select the terms they must know: by reading and then underlining or listing unfamiliar words, by choosing the key points in a story or speech they wish to memorize, or by looking at a list the teacher has given them.

Step two is to link the unfamiliar material to something they know by several methods. To make the image memorable, the new idea must be sensual (using the senses such as taste, smell, etc.) or motion-oriented, perhaps very colorful, or very exaggerated in size . . . in short, as creative as possible and as humorous, outrageous, absurd, or downright silly as possible. Even if they are a bit off-color, let the students use whatever works. In step two, therefore, the students, in teams, will look at the vocab list and try to make as many crazy connections as possible. My students have come up with things like, for *haricots verts* (green beans), the idea of “green haircuts” . . . a translation of one word and a lookalike for the other.

Step three is to make it concrete. Draw a picture of this idea, making it visual, auditory, and as exaggerated as possible. My students took the prior connection and drew a picture of a punk with a bright green Mohawk, ring in nose, tattoos, etc.

Step four is to practice the words, using the visuals with their associations, until they become familiar. Warning: No matter how silly, the

students will only remember these associations well if they are the ones who thought of them, although occasionally a really good one will help anyone. Giving them a good one from last year's group will *not* be remembered as well as one they themselves did.

With Memory Model, you can present more vocabulary more often, with greater retention. Your students will experience more success and will add this to their selection of strategies to use when studying.

Assignment Planning and Reflecting

Encourage students to keep an agenda and list their assignments in it. Many world language teachers also require students to keep a notebook or portfolio of things learned, written, and so on. These will be discussed in more detail later in the book. Again, this strategy leads to self-awareness, which is intrapersonal intelligence.

Educate for Human Values

Help your students learn human values such as altruism, honesty, compassion, mercy, loyalty, courage, justice, enthusiasm, tolerance, and helpfulness. Service projects will help fulfill some of these. Reading examples of these values (i.e., the George Washington/cherry tree story) will reinforce these values. Watch videos/movies like *Au revoir les enfants*, *The Rocket*, or *Schindler's List*. By seeing examples of these qualities modeled for them by people they admire, they will learn and perhaps emulate them and will enhance their self-esteem by adhering to them.

Naturalist Intelligence

This intelligence reflects, I think, a sort of global perspective together with the modern concern for the environment, yet undoubtedly our caveman ancestors also were keenly aware of their surroundings, as well as changes in their environment. It is this awareness that forms naturalist intelligence. A student with strong naturalist intelligence would observe and remember patterns and things from nature easily and would love animals, camping, hiking, and being outdoors. They would have keen sensory skills—sight, smell, sound, taste, and touch—and this is probably the best way to appeal to them.

Since they so easily learn characteristics, names, categorizations, and data about objects or species found in the natural world, try some of the following activities:

- Do an expanded unit on animals, not just the usual cat, dog, and bird. Learn the specialized vocabulary for animals: paw, claw, wing, beak,

snout, hoof, mane, tail, nest, burrow, and so on. Have each student pick an animal (or create an imaginary animal that is a composite of several) and do a report on it, including two or more of the following items:

- A full-body illustration, with body parts labeled.
- A map showing where this animal may be found.
- A description of the animal's habits: food, home, babies, life span.
- A poem about the world, from the animal's point of view.

CCSS: W2, 7, 8, L2;
ACTFL: Presentational, Novice Mid to High; DOK 2

- For the upper-level classes, do an environmental unit, maybe even as an interdisciplinary unit with the biology or environmental studies class, plus a writing/composition class. A unit on endangered species could also involve a current events or even a government or history class (foreign policy, etc.) Most upper-level texts have a unit on the rain forest or recycling. If yours does not, go on the Internet, where there are many resources.
- Take students various places around the building, and have them list things they see, smell, touch, taste, and hear at each spot. When you get to the classroom, have them list their words on separate pieces of butcher paper, and then group the students to make a poem or a poster about each place. Places could include: the parking lot, the football field, the outdoor eating area, the school's greenhouse (if there is one), and, for contrast, the boiler room, the kitchen or wood shop, or backstage in the auditorium. Make it a French/Spanish/German/Italian-only excursion.
- Take a short field trip to a nature preserve, forest, meadow, river, or park nearby. Have students do their choice of labeled drawings, poems, stories, an article for the "travel" section of a newspaper, a postcard or letter to a friend, or even just a list of things for a potential scavenger hunt in that area, in the target language.

CCSS: W2, 8, L2; ACTFL: Presentational, Novice Low; DOK 2

CCSS: W2, 8, L2; ACTFL: Presentational Novice High to Intermediate Mid; DOK 1

- Get a live pet for the classroom: a fish, gerbil, or maybe even just a plant. Have students take turns caring for it, have a contest to name it, make up stories about its many adventures “in the wild”, make a video about it and its habits, and get a book in the target language about it (or write your own). Keep a diary from the pet’s perspective of what goes on in the classroom.
- Have students create collections, scrapbooks, logs, or journals about natural objects—written observations, drawings, pictures and photos, or specimens.
- Join an environmental group that is active in an area that speaks the target language and can send you brochures, posters, or pamphlets in that language (or offer to make some for them). Sometimes you can even find materials in unusual places: for example, Cracker Barrel restaurants had a coloring book on rain forest animals.
- Have students write companies that have locations in various countries, asking them about their environmental policies. Companies may also have posters or literature to send, but just getting a reply is thrilling to students.
- Subscribe to, or read online, a magazine that features nature, such as <http://planeta.com/> (in English), www.catorce6.com/ (in Spanish), or www.environnement-magazine.fr/ (in French).
- Watch a video or movies about nature, in the target language, or environmental issues in areas like South America, central Africa, or other places that speak the target language. Spanish teachers recommend movies like *Medicine Man*, filmed in Mexico, with Sean Connery as a scientist fighting to save the rainforest, or the series *La Catrina*, in which the use of harmful pesticides is a theme; we learn native African plants and animals from the animated *Kirikou et la Sorcière*.
- Music is a big motivator. Use a song like Mana’s “Donde jugaran los niños” (Where will the children play?) or Cabrel’s song “La Corrida” about the inhumanity of bullfights to begin a discussion about naturalist issues.
- Take advantage of volunteer opportunities: adopt a section of highway, recycle cans, clean up a park, plant trees or flowers somewhere in town, paint signs or picnic tables, or even decorate paper bags (if still used in your area) for a “Save the Earth” or “Support the Humane Society” day.

ACTFL: Interpretational, Intermediate Mid

Some states such as Maryland now require students to volunteer a number of hours for community service.

Marzano's Nine Instructional Strategies for Effective Teaching and Learning

Researchers Robert J. Marzano, Debra Pickering, and Jane Pollock have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. To do this, they collected all the relevant research done previously and grouped the findings to translate them into easily used strategies. Then they tested each with experimental classes (using a particular strategy) and control classes (not using the strategy), analyzing the results to track each instructional strategy's effectiveness in a variety of situations. I have included that result as a percentage gain in student learning and listed them from most effective to least.

1. Identifying Similarities and Differences: 45%

Venn diagrams are perfect for both logical-mathematical and visual-spatial intelligences, and some examples may be found earlier in this chapter and also in Chapter 4. Figure 2.10 shows a typical Venn diagram, which helps students organize facts about two things, compar-

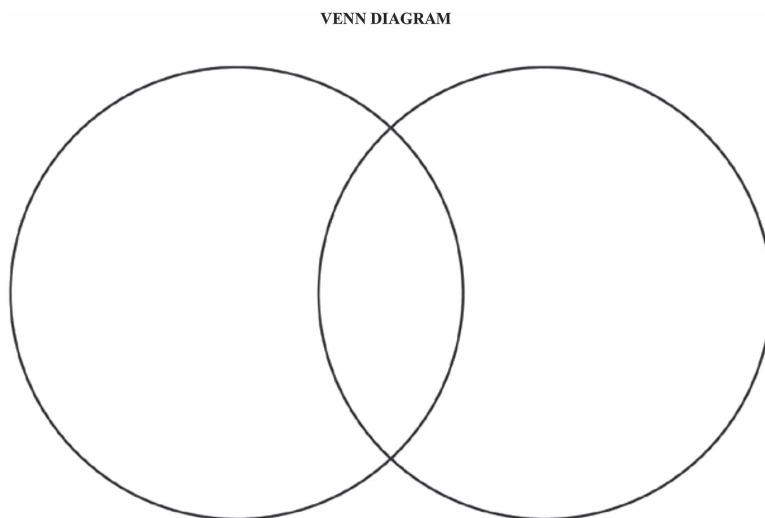
ing and contrasting them by filling in the diagram with items generated during thought or conversation about the assigned topic. For example, a student might be asked to compare and contrast the US and a TL country on topics such as table manners, homes, clothing, schools, foods, etc. One circle would represent the TL country and the other the US. If the student notices that only the TL country has an item, it goes in that circle; if only the US has it, it goes in the US circle, but if both have it, it goes in the center. After visually organizing thoughts in this way, the student is ready to speak or write about the topic. As a paired activity, two students would converse about a topic, listing things they don't agree about in their own personal circle and things both of them agree upon in the center. Again, their opinions are organized and ready to talk or write about at the end of the activity. Venn diagrams are easy for even lower-performing students to use.

Venn diagrams can have more than two circles. More complex Venn diagrams are very good with beginning students to check reading comprehension of dialogues and readings, with each circle representing a different aspect or character from the dialogue and listing the family member of each in the circle or what each was going to buy,

CCSS: SL1 and L2;
ACTFL: Presentational, Novice Mid;
DOK 1



Figure 2.10 Venn diagram



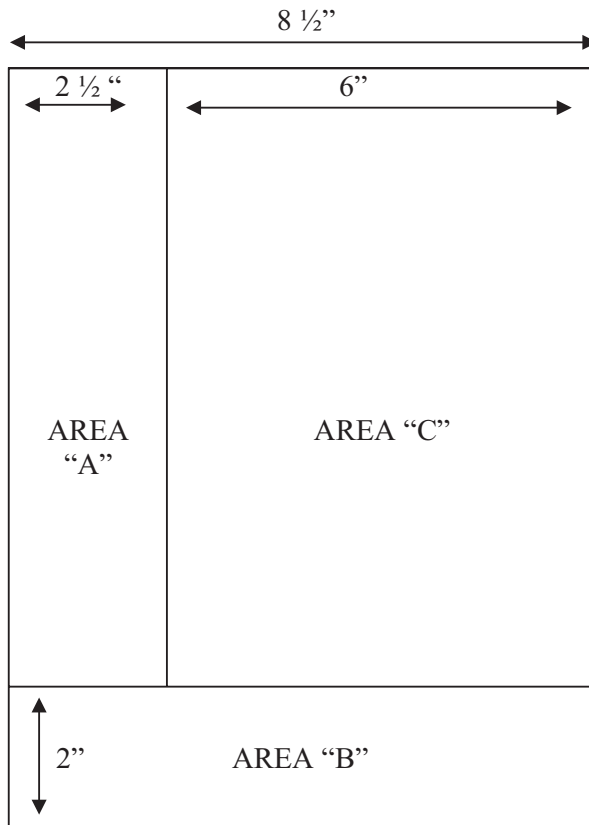
etc. depending on the subject of the dialogue. Or, the student could compare himself or herself and/or a partner with the main character in the reading, i.e., when a reading describes a typical day. The Venn diagram also becomes a good product for assessment purposes or even to post on the bulletin board if the class is still getting to know one another.

CREATING METAPHORS AND ANALOGIES

Metaphors and analogies also are a form of comparison and help students make connections between previously learned and new material and contexts. After learning a topic, use an analogy to examine the similarities and differences between one system and another:

- How is Japanese food like ours? How is it different?
- Compare and contrast Napoleon and Hitler.
- With what the US has learned about environmental issues, what advice can we give to Mexico?

Do these in the target language for upper-level classes. A good analogy easily can become a poem, a creative writing assignment, or something artistic. To make it easier for logical/mathematical students to see the analogy, have them use a Venn diagram or some other form of visual representation.

Figure 2.12 Cornell Note-Taking Format

2. Summarizing and Note-taking: 34%

Cornell note-taking (Figure 2.12) is a highly regarded and often-used method of taking notes.

Part A is where students start by taking notes—not exact words, but condensed to essential information, using whatever system you or they like. Area B, as soon as possible after the lecture, is where students write questions next to the notes in section A. For example, next to notes on how to form the imperfect tense, they might write, “How do you make the imperfect?” Finally, in area C, they would write a summary, no more than three sentences long, of the material in area A. Then, when you’re ready to review the material, have them cover parts A and C and try to answer the questions they wrote in part B, in written or oral form.

CCSS: RL1, 3, 4, 6, L2
and W9; ACTFL:
Presentational, if
done in TL Interme-
diate Mid; DOK 2

Other methods of notetaking are outlines, bulleted lists, graphic organizers to fill out, and even peer teaching or discussion (especially if you have students restate what the other just said).

3. Reinforcing Effort and Providing Recognition: 29%

Most teachers know this works, I think, because it involves posting students' finished products, encouraging students to share their work or express thoughts, creating a stress-free environment, giving high-fives, and many other methods. Note that recognition is more effective if it is contingent on achieving some specified standard, such as staying in the TL. Recognition could be individual (prizes or parent contacts) or whole class (rewards like a movie, a favorite music video, etc.).

4. Homework and Practice: 28%

Students and parents should be clearly informed of the goals and objectives and due dates for the day and/or unit, but they should vary their methods to maximize effectiveness. (See comments on how to involve adults more in the interpersonal intelligence section.)

Homework should be as authentic, meaningful, and enjoyable as possible, but it should focus on the more difficult concepts. Track homework by keeping a portfolio (see Chapter 6) or reflective journal. Prompt feedback should be given for all homework assignments.

5. Nonlinguistic Representations: 27%

Using nonlinguistic (i.e., pictures) activities has recently been proven to stimulate and increase brain activity. Ideally, students would view words and images together and use the relationship between them to store data in long-term memory.

Nonlinguistic tasks, however, are more than just photos (see flashcard games in Chapter 3). They can be manipulatives, graphic organizers, storyboards, and foldables, all discussed earlier in this chapter. Nonlinguistic work also includes using physical models and physical movement, as well as acting out situations to represent information. Many of these can be found in the kinetic intelligence section earlier in this chapter.

6. Cooperative Learning: 23%

Cooperative learning (discussed earlier in this chapter in sections on buzz groups and interpersonal intelligence) is just what it sounds like: student work in small groups on well-structured activities, with

assigned roles and responsibilities. Examples are choral readings or readers' theater, plays, projects, debates, jigsaw work, and making a video, to name a few.

JIGSAW

I use the Jigsaw method for reviewing the previous year during the very first week of class for levels 2 and above.

- First, I ask students to list what they'd like to review.
- Then, I divide them into "expert" groups (one class chose four topics, so there were four groups of seven students each) and give them some instruction and some practice activities . . . until I think they are fairly expert.
- Then I let them give me a teaching plan: how they'll introduce the topic, have students practice, etc. (I usually also require some sort of game or fun activity).
- After I approve that, they give me quiz questions over their topic, and I photocopy or post the teaching plan, practice sheets, etc.
- Then I redivide them . . . for the aforementioned class, there would be seven groups of four, containing one student expert for each of the four topics.
- Then they take turns teaching each other in the small-group format; the student expert grades the others' papers and gives feedback . . . and then the whole class takes a test made up of the questions the students wrote.

That's a very brief explanation. Divide things into small steps. Be very specific what their duties are. Brain research says the best retention comes from teaching others (that's why teachers know their subject so well!).

A nice way to watch a video is with Jigsaw. Divide the students into groups, and each takes notes on one aspect of a video featuring a city, region, or country: one looks at architecture, another looks at food/dining, another at historical info, another at clothing, another at transportation, etc. As students watch the video, each takes notes on what he/she sees about the expert group topic. After the video, have the students compare notes, then put the students in

CCSS: SL1, 3, 4, 6, L2;
ACTFL: Presentational, Novice High or Intermediate;
DOK 2

new groupings with one from each expert group and have them each give a short report on their topic to their new group.

There are many ways to assess this type of activity. It could be something creative like a poster or poem (or rap) created by the group. You could have each student write a postcard from that area, showing what they have learned. You could have each group write a quiz over the video and then have them take turns taking each other's quiz . . . the possibilities are endless.

7. Setting Objectives and Providing Feedback: 23%

Objectives should not be too specific and should be flexible, allowing some student choice. They also should involve authentic sources and topics and should be posted throughout the unit, with a review (and self-evaluation) done at the end of the unit.

"I CAN" STATEMENTS

I use a table of "I can" statements (the ACTFL Can-Do statements document is a wonderful resource: see References) and have students rate themselves on a scale of well/somewhat/not at all for each statement before beginning a unit. Just before the final assessment, I have them re-rate themselves, and they (and I) can see what aspects they feel confident about or confused about so that we can try to remedy that before the unit ends. It also helps the student set a goal: I need to learn more about X or practice Y before the test (note: do not include the English in the table, just use the TL). Seeing themselves make progress is a great form of feedback, too.

Je Peux (I can) . . .	Plutôt bien (quite well)	Un peu (somewhat)	Pas du tout (not at all)
Dire l'alphabet (say the alphabet)			
Compter jusqu'à 20 (count to 20)			

LOG

When students are working independently, especially on things like a genius project, I use a daily log to track progress, reward effort, and help students set a goal for the next day. It is quite simple:

⇨ Activity LOG ⇩		
Student: _____ Project: _____		
Date	What did you do?	What will you do next? What help will you need?

Feedback is only good if it is timely and as specific as possible. There is no such thing as too much positive feedback, but the method should vary. Rubrics and checklists are great (more about those in Chapter 6), but there are other ways: physical (a smile, nod, high-five) or word of praise all work well. Here is one that makes students active: Before I give a final grade on a written task, I use a highlighter to signal errors and ask them to try that word or phrase again. They can ask classmates for help (but not me . . . I like the student-teaching-student dynamic on Glasser’s scale, 90% retention). Hopefully, they will each thank or compliment the other.

8. Generating and Testing Hypotheses: 23%

To examine data and draw conclusions (i.e., looking for patterns in masculine/feminine/neuter nouns or to find how a verb tense is formed), research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and process material. In the logical-mathematical section of this chapter, examples of both are given. This method requires students to apply knowledge and use higher-order thinking skills.

It should be obvious that tasks like asking students to build something using limited resources, i.e., the Eiffel tower with spaghetti and marshmallows (or many other examples in the kinesthetic intelligence section in this chapter), ask students to form, discuss, and test hypotheses about what may or may not work.

9. Cues, Questions, and Advanced Organizers: 22%

There are hundreds of ways to expose students to information before they learn it; I love the hooks in the *Teach Like a Pirate* book (Burgess, 2012), which are good examples. These are, of course, used before the lesson begins. I highly recommend using the Backward Design method of planning a unit, which includes a Driving Question, such as: “How could I benefit from studying at a college in a Spanish-speaking country?” or “Is it harder being black in a Francophone country or in the US?” These, along with a graphic organizer, mind map, KWL, or manipulative (all discussed in this book), will activate prior knowledge and motivate students to add new things to it as they learn.

Asking questions should be done in the TL, and don’t forget Wait Time: a brief pause so everyone has time to formulate an answer, instead of letting the fastest thinker answer most of the time.

Comprehensible Input (CI)

Stephen Krashen’s input hypothesis (1981, 2008) is one of the most influential theories of language acquisition at present. His theory is basically that students learn best when the things they read and hear are slightly above their current level but still 70% to 90% comprehensible. This theory is used in The Natural Approach and TPRS (Total Physical Response Storytelling) with great success. There are many Facebook groups dedicated to this method and lots of materials available for purchase.

In this method, gestures, visuals, songs, chants, and actions coupled with words are essential to aid and reinforce learning and retrieval. For example, for weather, we learn motions for wind, rain, hot and cold, snow, sunshine, clouds, etc.

In this method, input is supposed to be 90% in the target language. It must not only be comprehensible but also compelling: it must interest the students. If authentic resources are at the right level, they may be used, but for the most part, the students create their own stories.

Story Asking is a key method used in CI/TPRS. Anne Matava (2017) developed a method for writing a story including things which can be changed: details that are not essential to the plot’s structure, such as character names, emotions, locations, and even the ending. The class will decide what these details will be, but the rest of the story involves frequent use of target vocabulary and structures. The teacher will designate a “teacher number 2” to decide which of the class’s suggestions will be used in the story. This method keeps students actively involved in

creating the story as their input is important, the vocabulary is of interest to them, and the stories are often whimsical or amusing.

As a follow-up, students are asked to storyboard the story or write a summary of it, to sequence the events, correct a retelling of the story that contains errors, or redo the story from another viewpoint (usually changing from third person to first person).

In addition to using humor and topics of interest to students, there are a lot of games as well. Two of my students' favorites are Marker Grab and Strip Bingo.

Marker Grab: After viewing a video or creating (or reading) a story, the teacher will create a certain number of true/false statements based on its content and the vocabulary used. Students sit opposite their partner with a marker between them. After listening to a statement read by the teacher, if the statement is true, the first student to pick up the marker gets a point. If the statement is false, students should do nothing; however, if one does pick up the marker, he or she loses one point. There are videos of this on YouTube if you would like to see it in action.

Strip Bingo: For this, the teacher needs to write a short narrative using as many vocabulary words as possible from students' working vocabulary currently being studied. Then, give students a strip of paper, which they will fold in half, then in half again, and then in half one more time, making eight segments when unfolded. In each, the student is to write one vocabulary word or phrase from a list provided by the teacher or from a recent reading, story, or video. As the teacher reads the new narrative, as students hear one of the words at the very ends of the strip, they tear off that section and put it aside and begin listening for the word now on the end where the previous word or phrase was. Only words on the ends of the strip may be removed.

The story is read as many times as necessary for one student to eliminate all eight sections.

There are many other types of activities used when teaching using this method, but they are not unique to CI instruction.

The next few chapters show more examples of variety, including the eight intelligences and Marzano-approved activities as well as right- and left-brain activities and CI strategies, applied to specific classroom situations.



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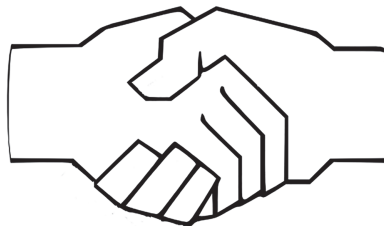
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3

Revitalizing the Basics

We all know students need a break from listen-drill-write monotony. Even crossword puzzles, word searches, board races, Pictionary, and Hangman, and online games such as Kahoot, Quizlet Live, and Quizizz, can get old fast. I assume all those are already in your repertoire of activities. And though students love them, Gimkit and Blooket seem to me to present using the language as a mere stepping-stone or tool to be able to play a game where more time is spent on strategy and play than on using the language. This chapter presents alternative ways to practice basic groups of vocabulary taught in any language. And, of course, these will all be very active approaches, with the majority of these emphasizing speaking and reacting to spoken language. Try a few; your students will love you for these! *Note: TL stands for target language in these activities.*



Greetings

- For several days after teaching greetings, have students greet all their teachers in the TL. [CCSS: SL6, L1; ACTFL: Presentational Novice Low (or Interpersonal if teacher can respond!); DOK 1] Each day, choose a volunteer colleague to be a “Mystery Educator” who will put a note in your mailbox with the name of the first student who greeted him/her, for some sort of reward or privilege. Post that student’s name. This is also a great excuse to teach the other teachers in the building how to reply in the TL and is good for promoting your language.
- On day one, once students have chosen a TL name, make nametags to wear (or stand-up ones to place on desks) for a few days. [CCSS: SL6, L2, W2; ACTFL: Presentational Novice Low; DOK 1] Have students sit in a circle and snap their fingers twice (or clap their hands), slap their desk top twice, and then, as they snap or clap twice again, say their new name and then the name of another. Snap, snap, slap, slap, snap-Marie, snap-Pierre! The student just named waits through the next four beats and then replies with his name and the name of another classmate. Snap, snap, slap, slap, snap-Pierre, snap-Marc! This is fast paced, an easy way for everyone to learn each other’s name, and also a pronunciation drill that they don’t even realize is practice, it’s so much fun! I play right along with the class, as I need to learn names, too.
- Props are great: students who don’t wish to greet each other face-to-face seem quite willing to do so when both are provided with a toy cell phone, puppet, or stuffed animal to talk for them. These will get around the shyest student’s reserve. [CCSS: SL1, 6 and L1, 3; ACTFL: Interpersonal Novice Low; DOK 1]
- An authentic Spanish game to get to know each other is to sit or stand in a circle with one person in the center and no empty chairs. The person in the center points at or approaches a classmate and says in the TL, “I know you, (name), but I am better friends with (another name)”. Immediately, all three people, the two named and the one who made the statement, get out of their seats/places and change places. Since there are only two spots, the person remaining begins the next round. [CCSS: SL1, 6 and L1, 3; ACTFL: Presentational for speaker/Interpretive for listeners, Novice Low; DOK 1]
- Make a recording of other non-world-language-department faculty members giving a greeting in the target language and have the students guess who is speaking. [CCSS: SL1, 6 and L1, 3; ACTFL: Interpretive, Novice Low; DOK 1] This is a great activity for a national TL week or month: put the recording on the daily announcements.

1 2 3

Numbers

First, present the numbers from zero to ten, using the TPR (Total Physical Response) method, either using hand gestures or paper (flashcard) manipulatives. The method I use was found on FL-TEACH and is called Pam’s Random Numbers Activity—don’t teach them to count in sequence! [CCSS: SL1, L1; ACTFL: Interpretive, Novice Low; DOK 2] It is how we all learned our numbers and is quite effective. My version of the instructions follows.

Have students cut out small flashcards with the numerals on them and line them up in front of them. Then show them a number of fingers, saying that number in the target language: I usually start with three, which I read is the first number most children learn to say. Then do this with two other numbers between 0 (fist if using gestures) and 10 (or 12 if teaching telling time next). Then practice the three numbers individually, first in the order they were presented, and then in random order, until they seem to have mastered those. Then say all three and have students show you the three in the order you said them by pulling the numbered cards toward them in the order said. It is very easy to see at a glance how many have mastered the numbers and which numbers they are still having trouble remembering. When enough of the class can do these three successfully, add in other numbers in twos or threes, repeating the process (present, practice gestures, “show me three”) until they seem to get them.

What else is there to do, besides playing Bingo/*Lotería* (some unique variations on those later in this chapter) or Uno? Try these:

- This is *very* important to do, and very well worth doing. *Never* have students just count from one to ten (or whatever number). Make them do it backward. [CCSS: SL4; ACTFL: Presentational, Novice Low; DOK 1] Doing it backward shows that they can connect the sound of the word with its meaning. Anyone can learn a string of meaningless sounds in order one way, but to reverse the order requires knowing what those sounds mean, as well as where one word begins and ends.
- It is *very* important to have students use numbers in a communicative way. Each day, give students a short form to fill out, on which they

must ask five classmates their name and one of the following: their telephone number, their address, their shoe size (use international sizes, usually written on most athletic shoes), their height (use metric measurements, and have them measure themselves on a “growth chart” you have drawn on the wall or on the board), their lucky number, their father/mother/grandmother’s age, the number of siblings or pets they have, and so on. They write the classmate’s name and answer down, and when the form is full, they sit down. Note: specify that no one may give more than five answers so that everyone gets asked five times, too. [CCSS: SL1, 6; ACTFL: Interpersonal, Novice Low; DOK 1]

- Play *Coquelicot* or *Flute* (French) or *Clic-Clic* (Spanish) [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 2] Have students count, but when they hit a specified number (i.e., 3, 7, or 9) or a multiple of that number, they call out “flute” (or whatever word you’ve chosen) instead of the number. When they get to 30 (if the number is 3), they would say, “Flute-zero, flute-one, Flute-two, flute-flute, flute-four”, and so on.
 - For a variation on this, let students decide if they would like to say one, two, or three numbers . . . that way, the following students don’t have time to rehearse the one they’ll say.
 - For another variation, have the student who gets the specified number or a multiple say “go”, “back”, or “jump”. If “go”, the next person in line says the next number. If “back”, the previous person gives the number, and if “jump”, the next person is “jumped” and the person next to him/her gives the number.
 - To encourage speed/fluency, have students beat time: slap thighs twice, clap twice, snap fingers on right hand *and* say the number, snap with left hand, and repeat.
- Similar to Rock Paper Scissors, have students stand with a partner or small group. On a countdown, students show one or more fingers. The first to count all fingers, add, and say the total in the TL gets a point. If they get too good at that, increase the value of the fingers to two or more! [CCSS: SL1, 4 and L1; ACTFL: Presentational, Novice Low; DOK 1]
- Knock loudly on your desk, having students count silently. When you stop, they shout the number in the target language. Then have students take turns doing the knocking. [CCSS: SL1; ACTFL: Presentational Novice Low; DOK 1]
- Sing the numbers to the tune of “Ten Little Indians”: [CCSS: SL1, 4; ACTFL: Presentational Novice Low; DOK 1]

Uno, dos, tres amigos

Cuatro, cinco, seis amigos

Siete, ocho, nueve amigos

Diez amigos son

(Eins, zwei, drei Freunden . . . Un, deux, trois camarades/copains . . .)

- Play Slapjack. [CCSS: SL1, 5; ACTFL: Presentational/Interpretive Novice Low; DOK 1] Put students in groups of no more than four or five, having them push their desks together to form a playing surface. Give each group a deck of cards and turn one card over at a time while all count aloud in the TL. If they say “three” when a three turns up, all hurry to slap the deck. Last one to slap has to take all the cards in the turned-over pile. The object is to *not* get any cards. If you have authentic TL cards, they’ll also learn how to say “jack”, “queen”, “king”, and “ace”.
- Have a Lottery, with students picking their own numbers. [CCSS: SL1; ACTFL: Interpretive Novice Low; DOK 1] Call out or draw the winning numbers each day, just like on television. Give the winner some object or privilege.
- Play Connect the Dots, but with a twist. [CCSS: SL1, 5; ACTFL: Interpretive Novice Low; DOK 1] Take a basic connect-the-dots picture, but number the dots randomly. Then, call out the numbers in the order they should be connected: for instance, 15, 3, 49, 22, and so on. It is better listening, and, since the numbers are random, it requires a more thorough knowledge of them than the standard way of playing.
- *Saute/Saltar/Spring*: [CCSS: SL4; ACTFL: Presentational Novice Low; DOK 1] Have students choose a number between one and nine and then get together with a partner, revealing his/her number at that time. Then they put those two numbers together to make a larger number (for example, if they have a 3 and 5, they can be 35 or 53). Then, have them stand back-to-back, lock arms, and jump the number of times needed to (loudly) count from 1 to their number.
- 11 to Win: Have students pick 11 numbers within a given range (i.e., 1–50), write them down as numbers, and all stand up. As you (or a volunteer) call numbers, students must sit down if any of their numbers are named. Winner is last one standing. This goes *very* quickly. [CCSS: SL1; ACTFL: Interpretive, Novice Low; DOK 1]
- Worksheets for practice (speed practice, if you prefer): Most worksheets are *not* active, but these are.
 - Pair students, giving each a worksheet, either worksheet A or worksheet B. Each worksheet has half the items in the classroom

listed: desks, pencil sharpeners, globes, televisions, doors, blackboards, boys, girls, students, etc. Each student takes turns asking the other, in the target language, how many there are in the room, writing down the partner's answer. [CCSS: SL1; ACTFL: Presentational/Interpretive Novice Mid; DOK 1]

- Timed speed reading: [CCSS: SL1, 5; ACTFL: Presentational, Novice Low; DOK 1] Give students a worksheet with lists of numbers (there is a good one that works for *any* language on Teachers Pay Teachers which used to be free but now is not called Superspeed Numbers; it should be easy to make one of your own!). With a partner, students take turns saying the numbers. If one student doesn't know the number, the partner can supply it, but then the person whose turn it was must repeat the number twice before they go on to the next one. Set goals: how many lines read, how much improvement in speed, etc.
- “Higher! Lower!” [CCSS: SL1; ACTFL: Presentational, Novice Low; DOK 1] Have a brave person stand, back to the chalkboard. Write a number up and have him or her guess the number in the target language, with the class shouting “Higher!” or “Lower!” Write down the time, and challenge others to beat that time.
- For larger numbers: [CCSS: SL1; ACTFL: Interpretive, Novice Low; DOK 1] Also using decks of cards, remove all the face cards and have each team lay out the cards face up so that everyone can see them. Call out a number and have the team assemble cards that add up to that number. Make everyone on the team responsible for making sure that each member knows how to say each number; stronger students seem to enjoy helping the not-so-strong ones. Call on one person in each team to name the numbers. As he or she says them, write them on the board and add them up. This is a good way to practice the bigger numbers.
- *Casi . . . Bueno . . . Nada/Presque . . . Bon . . . Jamais*: play as a whole class or with teams. [CCSS: SL1, 5; ACTFL: Presentational, Novice Low; DOK 2] This is a great Sponge or ‘brain break’ and great practice for larger numbers—like Wordle but for numbers! Think of a three-, four-, or five-digit number and write that number of blanks on the board (similar to the start of Hangman). A student will guess a number, and you will write it as it was stated. Then, tell students: “Right” (if correct number in correct position), “Almost” (if number is in the desired number for in a different position), or “No” (if that number isn't in there at all). Here is a sample. I have chosen 703 to start and

I write ____ ____ _____. The first student guesses 305, so I write that. Then I point at the 3 and say “Almost” (so they know there is a 3, but not as the first number), then at the 0 and say “Right”, then at the 5 and say “No way” as that number isn’t there. They love this game and learn the words (*casi*, etc.) well, too.

- Play Penny Toss. [CCSS: SL4, 6; ACTFL: Presentational, Novice Low; DOK 1] Write the numbers on a large paper or poster board. Have students toss a coin (peseta, euro, etc.) onto the paper, calling out the number it lands on. To practice larger numbers, play this in teams, with each team keeping track of their score by adding together the numbers their members call out.
- Hand out M&M candies or something similar like Skittles. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1] Have the students report how many they have and then recount in sets according to colors. They can also subtract (by eating, announcing the number they will eat) and then report the new total.
- For a more advanced class reviewing the numbers, have them draw “phone numbers”. [CCSS: SL1, 6; ACTFL: Presentational, Novice Mid; DOK 1] Have two of each phone number. “Dial” a number and have the two students with that number come to the front of the room and either have a short conversation (review of other skills from earlier years) or compete to answer a question.
- Get pictures of desirable products (on paper or on slides) and have an auction. [CCSS: SL1; ACTFL: Presentational, Novice Low; DOK 1] The highest bidder for the car/cell phone/video game player/diamond ring/truffles, etc. wins. Or, like on *The Price Is Right* (TV game show), the one closest to the actual price wins.



Telling Time

I no longer teach a unit on telling time, as clocks at school, on cell phones, etc. are digital, but if you do, here are some good active learning strategies.

- I have a purchased set of clocks for classroom use in practicing time but have had more success asking students to make their own clocks: give each a paper or Styrofoam plate and a paper fastener, or “brad”, that will poke through the plate and then split, folding each half flat on the back to hold the hands on while allowing them to turn. [CCSS: CL2; ACTFL: Interpretive, Novice Low; DOK 1] As homework, have them make their own clock. If you wish, have a contest to see whose is the fanciest, the most expensive looking, and so on. Then, say a time to the class. While you are adjusting your clock to that time or getting ready to reveal an image of a clock, the students are setting their clocks. Somehow this is much more motivating when they have made their own clock.
- This activity easily converts to a bulletin board: Give each student a different time of the day and a paper on which they illustrate what they usually do at that time of the day on a weekend/vacation (otherwise, you will have many pictures of school). Then, post the picture next to the clock, adjusted to the correct time. Having the clocks on display also means they are available the next day: as the students enter the classroom, they go get their clocks. [CCSS: SL2; ACTFL: Presentational, Novice Low; DOK 1] Then, learn how to say those activities: differentiation and personalization!
- Use a bell or borrow a triangle from the band. Strike it a number of times. Ask what time the “clock” just struck. The student who gets the answer first gets to strike the next time. This is especially great in the grade school and middle school levels. [CCSS: SL2; ACTFL: Presentational, Novice Low; DOK 1]
- Another activity that works well with young students or with an older group that is kinetically oriented is to ask the students to be human clocks. Have them stand and, with their arms, show the time. [CCSS: SL2; ACTFL: Interpretive, Novice Low; DOK 1]
- Develop a set of cards for playing Go Fish. [CCSS: RL1, 3; ACTFL: Interpersonal, Novice Low; DOK 1] Half the cards should be pictures of clock faces displaying various times, and the other half of the cards should be the clock times, written out in the target language. Each student is dealt from four to six cards to begin, with the remainder in the center of the desks (pushed together to form a table) as the draw pile. Student A asks, in the target language, “B, do you have eight o’clock?” If B has this card, he hands it to A, who lays the pair out for the others to see, and A asks a question of B or any other student in the group. If B answers no, A must draw a card, his or her turn is

over, and B asks a question. The game is over when all the cards are matched, and the winner is the person with the most matches.

A bit less active, but nevertheless good practice, is to photocopy or link to TV programming schedules from countries that speak the target language. (You may easily get the schedule for the same day you do this activity if you wish it to be current.) Not only will students enjoy seeing the 24-hour time system in use, they will enjoy seeing American shows listed and guessing at the movies. After a few minutes, ask selected students what they want to watch, and what time it is on or what they would most like to see at eight o'clock. [CCSS: SL1, 2, 4; ACTFL: Presentational, Novice Low; DOK 2]

A related activity would be to locate the movie theater listings from a major city. Again, ask what they want to see, where it is showing and at what time, how much it costs, and who is in it, as well as how they will get there, who they will go with, and anything else you can think of. [CCSS: SL1, 2, 4; ACTFL: Presentational, Novice Low; DOK 2]



Alphabet

Once you have introduced the alphabet and sung the alphabet song, what else is there to do?

- Give each student a small cup half full of Alpha-Bits cereal or alphabet-shaped pretzels. With a partner, each will hold up a letter and say it in the target language, and when the partner okays the pronunciation, he or she may eat it. [CCSS: SL1, 2, 4; ACTFL: Presentational, Novice Low; DOK 1]
- Sing the alphabet not to the standard tune but to the theme song from the game show *Jeopardy* . . . and then sing the alphabet backward to the same tune. [CCSS: SL1, 2, 4; ACTFL: Presentational, Novice Low; DOK 1]
- Call out the initials of celebrities and have the students guess who the celebrity is.

- Each day, read a few of the following acronyms. [CCSS: SL1, 4; ACTFL: Interpretive, Novice Low; DOK 1] Have them identify it, and see who can call out the long form (i.e., ESP—extrasensory perception).
 - NFL ESPN CBS AWOL
 - USA MTV VIP NBA
 - ASAP NCAA FBI DOB (date of birth)
 - ADHD UFO UPS CIA
 - RSVP UNICEF LOL your school initials
 - Try some language-specific ones, too. Examples in French:
 - *French*: OVNI Objet Volant Non-Identifié = UFO
 - *French and Spanish*: SIDA = AIDS
- Have a spelling bee, but a nontraditional one. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1] Pass out big cards with the letters of the alphabet to the class. Call out a word, in English *or* in the target language, and have the students spell the word by standing, shouting their letter, and holding up the card for the class to see . . . or have them run to the front of the room and quickly line up.
- A good follow-up, using the same cards, [CCSS: SL1, 4; ACTFL: Interpretive, Novice Low; DOK 1] is to have each student take a piece of tape and one card, posting it somewhere in the classroom—anywhere, even on a fellow student! Then, ask them, first, to point at the various letters, which are, of course, not in order. (“Donde esta/Où est/Wo ist _____?”) Then, add more detailed questions, giving choices: “Where is the letter X? On the window or on the door?” or “What letter is on the window? S or Z?” As the students become more familiar with the locations in the target language (incidentally, this is a *great* way to introduce or practice classroom items at the same time), change to a yes/no format, with students giving the location if they answer no: “Is S on the door?” “No, on the window”. You may be surprised, the following day, to see students turn to the spot where the letter had been the previous day when you practice using one of the other activities in this section.
- Using the same cards again, sing any alphabet song (USA or TL one), but students must stand up with their card held high when their letter is sung. [CCSS: SL1, 4; ACTFL: 1.2, 1.3 Presentational, Novice Low; DOK 1] Even high school seniors seem to like this.
- A variation I found called *Schreibmaschine* (Typewriter) [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1] involved assigning each student in a team or row a certain number of letters of the alphabet (use the cards again if you wish!). When another team (or the teacher or a student on the team drawing a slip of paper from

a dish) calls out a word, the team must immediately spell it, each student contributing his/her letter when it is needed, but staccato (with no breaks) just like a typewriter: “bleiben”. “B—L—E—I—B—E—N”. “Richtig, nächste Gruppe!” (Right, next group!)

- This one is well suited for the energy level and cooperativeness of grade school (Foreign Language in the Elementary School or FLES for short) or middle school students, I think: put the students in groups, move the desks and chairs out of the way, and, as you call out letters of the alphabet, have the students actually make that letter with their bodies, either standing up or lying on the floor. Reward the fastest. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1]
- Begin spelling the name of a student in the class. When he/she recognizes his/her name, the student raises his/her hand and completes spelling the rest of his/her name. [CCSS: SL1; ACTFL: Interpretive, Novice Low; DOK 1]
- An old game we used to play on long car trips works well here: [CCSS: SL1, 4; ACTFL: Presentational, Novice High as a significantly large vocabulary is needed; DOK 1] Have one student say a word in the target language; the next student must say a word that begins with the last letter of the preceding word (note: in French, ban words ending in *-x* and be ready with lots of suggestions for *e*; in Spanish, be ready for lots of *o* and *a* words).
- Play Hangman in small groups, using TL vocabulary. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 2] For extra culture, give them the names of famous people of TL origin or descent, well-known places, or products from the target countries.
- Play Wheel of Fortune with the same topics as those listed for Hangman. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 2]
- Make an *Abécédaire* (French for ABC book), an illustrated book that lists something for each letter in the alphabet: A is for *Alligateur*, B is for *Bacon*, and so on. (This will be good dictionary use practice, also.) [CCSS: RL1; ACTFL: Presentational, Novice Low; DOK 1] Then have students read them or read them to each other. [CCSS: SL1, 4, RL1, 4; ACTFL: Presentational, Novice Low; DOK 1] If you are working on verbs at the same time, why not tell them to use verbs instead of the traditional nouns, or adjectives/nationalities/foods, depending on the unit?
- Have each student write out his or her name and address. Pair each student with another. [CCSS: RL1, SL4; ACTFL: Presentational, Novice Low; DOK 1] Tell them they have to phone in their name and address to (country that speaks target language) in order to receive a free gift, but they only have enough money for a 90-second telephone call. Have one of them give their name, spell it, and then their address,

spelling it also, to their partner. Stop them after 90 seconds and have them compare the information their partner wrote with the correct address and spelling. Repeat with the partner dictating.

- Prepare a letter, gearing the difficulty and subject matter to the level of the class. [CCSS: RL1, 4 and L2; ACTFL: Interpersonal/Presentational, levels vary; DOK 1] Fill the letter with names, places, etc., which will need to be spelled. Have one student as the boss and the other as the secretary. (I usually make the student who is a weaker speller the secretary.) The boss dictates the letter, spelling any words the secretary asks to be spelled. Give the original to the secretary and have him or her tell the boss what went wrong where, if there are errors.
 - Variation: Partner A is boss for half the letter, and then switch roles for the last part.
 - Variation: Post the letter on the wall, so the boss has to memorize it and run back to the secretary and dictate as much as her or she remembers.
- Learn ASL (American Sign Language) from a book in the library. As you say the letter, sign it also. [CCSS: SL2; ACTFL: Presentational, Novice Low; DOK 1] This is a little “extra” for students who pick up on it: visual learners will associate the sign with the letter. Hearing-impaired students will definitely love this.
- Since many letters, especially the vowels, have the same name as the sound they make, there may be more activities in the section on pronunciation that you could use for the alphabet.



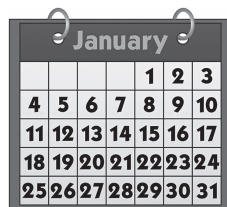
Family

What do you do after everyone has read and drawn a family tree?

- The first day of this unit, my students begin a “Me Book” online—we use Google Slides or VoiceThread as I want classmates to read, post questions, and comment—but this could be done by stapling

together several pieces of paper. [CCSS: W2, L1, L2; ACTFL: Presentational, Novice Mid; DOK 2] On the front page, they leave space for a photo and write their name and the French/Spanish/German name they have chosen. As they learn more vocabulary, they add to it their nationality, hair color, and other description, likes and dislikes. Then they add their entire family (or imaginary family; my goal is to practice the vocabulary, so if they have no brothers or sisters or pets, they invent them or choose a celebrity) to the book, one page for each family member. They may put in actual photos or cut and paste them—many kids’ mothers seem to bear a strong resemblance to Taylor Swift lately—and then describe their family in the same way they have described themselves. Throughout the unit, we add to the book, and it becomes both a graded portion of their final exam and part of their student portfolio, as well as something their classmates can read during free time and a good show-and-tell for parent conferences.

- Give students a description of a person, asking them to draw that person (we often use whiteboards for this). [CCSS: RL1, W2; ACTFL: Interpretive, Novice Mid; DOK 2] Using their picture, they will then try to locate other members of their family. The descriptions they were given had carefully chosen characteristics (i.e., long curly dark hair, a dimple on the chin, or ears that are long and large) that will help them locate the other family members. The drawings will also help establish who is the father, mother, brother, and sister. They then make up a story about their family (last name, where they live, etc.) and then introduce themselves to the class. Variation: project a picture from a site like awkwardfamilyphotos.com and describe the photo for the partner to draw, then compare with the original.



Calendar

- In Spanish, French, and German, with very little difficulty, the days of the week can be sung to the theme song from *The Flintstones*. Try it! [CCSS: SL1, 4; ACTFL: 1.2, 1.3; DOK 1]

- Make dominoes. [CCSS: RL1; ACTFL: Presentational, Novice Low] Cut colored paper into equal-sized pieces (or use a template found online). Draw a line down the center. Each one should have a day of the week in English on one half and in the target language on the other (note: not usually the same day, but combinations like *Dienstag*/Friday, *lundi*/Sunday, *andierness*/Tuesday). Divide the students in teams, giving each a set of “dominoes”. Play this exactly like dominoes, with each drawing four or five pieces to begin. Students should match the word in the target language with its English equivalent, moving in a straight line or to the side, until all pieces are used up. This could also be done for the months.
- Make a crossword, but with no clues. [CCSS: RL1, 4; ACTFL: Presentational, Novice Low; DOK 2] Fill in one month to begin, and have students fill in the others based on the length of the word in the target language, the letter “clues” that filling in other months have given them, and so on. I usually give this activity as homework. This can also be done with days of the week and numbers.
- Pair students, giving them an envelope with the months written on little strips of paper. [CCSS: RL1; ACTFL: Presentational, Novice Low; DOK 1] At your signal, they will open their envelope and see which group can put them in order fastest. As a variation on this, the envelope could contain seasons and holidays to match or months and typical activities for each.
- Pair students, giving them an envelope with the months (or days) cut up into individual letter “tiles” as for Scrabble. [CCSS: RL1; ACTFL: Presentational, Novice Low; DOK 1] Call out, in English, a month (or day) and see who can assemble it, spelled correctly, the fastest. Let them call out the next one.
- In Four Corners, the teacher “labels”, either orally or literally, the four corners of the room with the four seasons and instructs the students to get up and move to their preferred corner. [CCSS: SL1; ACTFL: Presentational, Novice Low; DOK 1] Once they are in that corner, have them discuss activities to do during that season or weather to be found during that time, clothes to wear, food to eat, and so on.
- Make Story Calendars [CCSS: SL1, RL1, W3, L1, L2; ACTFL: Presentational, Novice High; DOK 2]: Run off a calendar page for each student for the current month. Have the students cut each square so that it opens like a door in an Advent calendar and then paste it to a blank sheet of paper. Under each door, have them write a sentence in the target language. Sentences could involve what they will do on that day, or they could make up a completely different story for each week, while keeping each very short and simple: on Sunday,

Juan got a bike, on Monday, he rode it, on Tuesday, he crashed, on Wednesday he was in the hospital, and so on. Then have them show their calendar to others in the class, having the partner name a date, and having the student open the door to the date named, so both are still practicing the vocabulary.



Weather

- Duplicate the weather pictures that you intend to use when testing (especially important so that students recognize them easily). Make Bingo-style cards with the weather pictures on them, with a different picture in each portion. [CCSS: SL1; ACTFL: Interpretive, Novice Low; DOK 1] Make several different variations of these cards. Beneath these, list how to say “put”, “square”, and other words they will need for this activity. Play Bingo, Four Corners, or other variations (see more in Chapter 4). Have volunteers “call” the phrases.
- Also make blank Bingo grids and envelopes with the weather pictures in them. Pair students, giving one a filled-out Bingo grid and the other one a blank grid and an envelope. Student A will describe his or her grid to Student B, in the target language, until Student B has the same illustration. This is great for practicing prepositions: “Put ‘it is snowing’ to the right of ‘it is sunny’”. [CCSS: RL7, SL1, 4; ACTFL: Interpretive, Novice Low; DOK 1]
- Sponge activity: Use the pictures from the text or online to make a slide. Ask students to look at the screen and name the weather expressions. When you are ready, turn the screen off, remove a couple illustrations and rearrange them a bit, and then turn it back on and ask which ones are missing. [CCSS: RL7; ACTFL: Interpretive, Novice Low; DOK 1]
- This activity requires some clothing: get donations from students or relatives, go to garage sales or resale shops, whatever. Divide these into piles, with the same items in each pile. Divide the students into as many teams as there are piles and give each student a number. Say a weather expression and a number, and the designated student

from each time will run to the team's clothing pile and select items appropriate to wear for that type of weather and put them on. The first team whose delegate is correctly dressed and who sits back down with the team gets a point. (Bonus point to name the clothing items as he/she removes them!) [CCSS: SL1, 4; ACTFL: Interpretive, Novice Low; DOK 1]

- Have students take turns giving weather reports each day, using props. Don't tell them when their turn will come; draw names daily so that every day when they enter, they will check what the day, date, weather, and so on is. Have them begin with a greeting and their name, just like a meteorologist, and then do the date and weather. If you want, also have them give one item of news, like "Today I am playing basketball" or a classmate's birthday. [CCSS: SL1, 4, 5, 6; ACTFL: Presentational, Novice Mid; DOK 2]
- Give students a whole-country weather map (TL countries, too!). Describe the weather for one city or region and have the students write down/indicate which one you described. [CCSS: SL1, 3; ACTFL: Interpretive, Novice Low; DOK 1]
- Have students in groups illustrate a five-day weather forecast for a city (in a TL country perhaps!) in either hard copy form, slides or online, with a different type of weather depicted for each day, and represented by a large symbol. Each day would also be labeled in the target language. Have students present their weather forecast, with the poster as a backdrop, live or via video. [CCSS: RL1, SL2, 4; ACTFL: Interpretive (read map), Presentational Novice High; DOK 2]



Nationalities

We all know how difficult it is to teach nationalities, with students' generally poor backgrounds in geography. I wish I had a nickel for every kid who—when presented with the sentence, "Hilda is from Bonn. Hilda is _____", and expected to fill in the nationality—looks at me and assures me he or she doesn't know of any city on this planet named Bonn.

I have no real solution for that problem, but here are some fun activities to add to your repertoire when practicing nationalities:

- Have each student select a different famous person and then introduce themselves to the class as that person. For instance: “Hello, my name is _____. I am from (city) and I am (nationality)”. Variation: using the name given, have the class guess the nationality. [CCSS: SL1, 4, 6; ACTFL: Presentational, Novice Mid; DOK 1]
- This is a great motivator for all ages, especially for shy students. Give each a stuffed animal. (I use my now-adult daughter’s collection, but you could pick them up cheaply at garage sales *or* have students bring in their own—but be sure to have a few extra for students who forget.) For their animal, they make up a name, address, and nationality (plus any other information you would like them to practice.) Then, have each circulate freely in the room, introducing their “friend” to each other’s “friends”. Even the shyest kid will talk because it’s not about himself/herself. [CCSS: SL1, 4, 5, 6; ACTFL: Presentational, possibly Interpersonal, Novice Mid if well structured; DOK 1]
- Another variation on the prior activity is to make paper bag puppets. Buy those inexpensive brown lunch bags and have students, either in class or as homework, decorate them with a face, arms, and whatever they wish. I would suggest writing a good rubric or checklist for this activity (see the chapter on assessments.) Maybe you’d even like to have a beauty contest for these or prizes for most creative, prettiest, ugliest, and so on. Once each student has a puppet, have the class proceed as stated prior: invent a name and so on. One advantage to these puppets is that they fold flat and may easily be stored, either in the classroom or in the student’s folder or book, for use during later units. For example, during the food unit, the puppet may be brought out once again to talk about food he or she likes and hates. [CCSS: SL1, 4, 5, 6; ACTFL: Presentational, Novice Mid; DOK 1]
- Exchange Students game: My students really like this game, which provides for purposeful student movement as well as practicing vocabulary. Each student quickly draws a strip of paper from a bowl. On the strip of paper is the name of a city. Give the students a few seconds, if needed, to find out what country that city is in, and then they stand and, in the target language, try to locate people of the same nationality. Please note the word “nationality”. I make sure that each student has a *different* city so that they must use the nationalities rather than the cities. This encourages a little bit more of the geographical aspect, too, as I have overheard students saying, “I never knew (city) was in (country)!” I like to have students from

the same country link arms as young people do in many countries, and I have some sort of reward for the most numerous nationality (which is determined by fate, as I always have more slips of paper than I do students.) [CCSS: SL1, 4, 6; ACTFL: Interpersonal, Novice Mid; DOK 1] I know some teachers do this early in the year and have the “families” work together for an extended time period for projects (i.e., a weather report, food and dress from their country).

- Suitcases game: I put the students in teams, swear them to secrecy, and give each team a nationality and an old suitcase. They have overnight to come up with some items which are typical for that nationality, and then they bring in, draw pictures, or make a slide show of them. For instance, for the nationality “English” students may produce Big Ben, a tea bag, a British flag, or other stereotypical items. Then, the next day, they show the contents of their suitcase, one at a time, to the other teams, with points for the first team to identify the nationality the suitcase contains, in the target language, of course. For even more vocabulary learning, have the students name the items as they produce them from the suitcase in the target language. It’s great Comprehensive Input, as the item is displayed as the word is pronounced, and many kids will easily acquire new vocabulary well before it is introduced in the text. [CCSS: SL1, 2, 4, 5, 6; ACTFL: Presentational, Novice Mid; DOK 1]
- A similar activity is to play “You Don’t Say” with nationalities. Give students cards with a nationality written at the top and a list of places, people, and items that are typical. They read these clues aloud one at a time, trying to get their partner(s) to say the nationality. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1]



Food and Drink

Obviously, tasting and cooking ethnic foods are popular activities and well worth the class time (see Chapters 2 and 4 for recipes), but there are other authentic and just as educational things to do.

- Have a Market Day. Have students sign up to bring a vegetable and a fruit or other food item that does not need refrigeration (rice, yogurt, hard-boiled eggs, etc.). Make sure there are no duplicates. Give them a date to have these in class (make it several days ahead to give them time to shop). They also need to have the name of the food and its cost (changed to the equivalent in money from a country that speaks your TL) on a card, as well as a shopping bag or basket. On the appointed day, divide students into Shoppers and Sellers, and have them walk about and purchase food, either singly or in teams. When the activity is over, each must show the class what they have bought (in the target language, of course), and the vendors compare profits. Things like grapes and berries may be tasted by all, and everyone takes home a purchase, with instructions to teach parents or siblings how to say it in the target language. [CCSS: SL1, 4, 5, 6; ACTFL: shopping, Interpersonal Novice Mid, showing purchases, Presentational, Novice Mid, teaching family, Presentational, Novice Low; DOK 1]
- Give students a quiet writing activity to practice this vocabulary (or as a game, quiz, or journal entry) on a specific topic. [CCSS: W3, 4, L1, 2, 3; ACTFL: Presentational Novice Low; DOK 1] Give them one point for each correct answer and minus one for inappropriate ones. Try some of the following writing prompts:

You run a sandwich shop. List the choices of sandwich fillings for your customers.

Write out a shopping list for making a really fancy fruit salad.

You are a chef. List what you might use for making an omelet.

You are choosing a dessert at a restaurant. What choices do you have?

I'm thirsty, and it's summer. What advice could you offer me?

Doctors say a balanced diet has five servings of fruits and vegetables each day. List three days' worth, with no repeats.

I have had, however, more success with more unusual writing prompts:

Tell things you would never want to see/use in a sandwich.

List all the people in your family and a food and beverage each one hates.

Make out the strangest possible menu for a meal (i.e., roast beef in raspberry jam).

Write drinks that athletes should probably never drink.

List all the foods that a vegetarian would despise.

Make up the most colorful meal possible.

For journal writing, more open questions encourage higher-level thinking [ACTFL: Presentational, Intermediate Low to Mid]:

I saw Godzilla/Thor/Super Mario, and he was eating . . .

Holiday meals are always memorable, because . . .

I visited a (French/Spanish/German/Italian) restaurant, and saw . . .

- This activity requires either plastic (play) food or cards with large pictures of food on them. I cut some nice photos from food magazines over the years and laminated them on colored paper, and these work well. Have everyone sit in a circle. Explain the rules to the class: You are going to hand out several items of food to every second or third student, evenly spaced around the circle. The student with the picture will try to give it to the student next to him, but that student will refuse to take it, saying, “What is it?” or “What is that?” (This is great practice of object pronouns!) The first student must tell the second what that food is, in the target language. They must repeat this conversational exchange three times before the second student is allowed to take it. He or she then tries to give the food item to the next person. To make it even more difficult, send some items to the left and some to the right. [CCSS: SL1, 3, 4, 5, 6; ACTFL: Interpersonal Novice Mid; DOK 1]



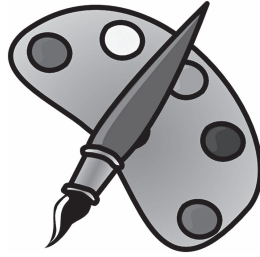
Clothing

- Buy a bag of clothespins and write the name of an article of clothing on each. There are several activities to use these. One would be for students to move about, pinning the clothespin on someone who is wearing that article of clothing. Another would be to provide a clothesline with the pins already on it and to have students look through a bag of old clothes, hanging each item up with the pin with that article’s name on it. (Toddler clothes are smaller and perhaps easier to use for this.) If a lot of old clothes aren’t in your budget or storage capability, have the students look through old magazines, cutting out pictures of those articles of clothing and pinning those to the clothesline. [CCSS: RL1; ACTFL: Interpretive, Novice Low; DOK 1]

- Have your students look at classmates and jot down what they are wearing, then, in medium-sized groups, take turns describing each other's clothing. First one to guess who is being described wins. [CCSS: W2, L2, then S4; ACTFL: Presentational/Interpretive, Novice Low; DOK 1]
- Using what the students are wearing that day, have them stand and tell them to exchange any clothing possible, including accessories. They must keep track of who has their stuff. After a few minutes (use your judgment on how on task they are), have them stop and report, orally or in written form, where their items are: "Mark has my left shoe, Anne has my right shoe, Bob has my watch, Mike has my shirt". The oral version of reporting has a slightly interesting aspect, as the person they gave it to may have given it to another person: "Mark has my shoe", to which Mark would reply, "No, I don't have your shoe; I gave it to Paul", which is not only a wonderful conversational simulation but also requires the use of a direct object pronoun. [CCSS: SL1, 4, 6; ACTFL: Presentational (possibly Interpersonal if they gave the item away), Novice Mid to High; DOK 1]
- Have two or three volunteers stand in front of the class for 30 seconds or so, then go out in the hall, into the closet, or somewhere nearby and change three things about what they are wearing: take off jewelry, pull sleeves up or down, exchange shirts, and so on. When they come back into class, have the class tell you or write down what is different. [CCSS: SL1, 4; ACTFL: Presentational, Novice Mid to High (if in sentence form or written); DOK 1]
- Play "Name It or Wear It". First, you need to go to garage sales, resale shops, grandma's attic, or other places to find a variety of clothing in outrageous sizes (from tiny to huge) and colors, preferably in styles long obsolete. To play, hold up an item and name a student. If the student cannot name the item in the target language, he or she must wear it. After you are finished, have a fashion show. Maybe even take Polaroids, or use a digital camera or phone to take a photo and make a Power Point presentation for review. Some kids miss on purpose, just so they can model. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1]
- A variation on "Name It or Wear It" would be to get three volunteers to pull items from the bag. Holding the item up, they would ask a classmate (or teammate) to name both the item and its color. If the student can do this, the item goes into a discard pile, but if the student can't, the volunteer has to put the item on, somehow. Then after all the clothes have been taken from the bag, as a review of items missed, the volunteer will undress, and the group will describe

them once again. If playing this with teams, make sure each team's bag has similar items. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1]

- If you have learned body parts, add that to the game. Tell them to put the glove on their head or the shoe on their hand. After a few minutes, let students give the commands. For a treat, let them give *you* the commands. [CCSS: SL1, 4; ACTFL: Interpretive, Novice High; DOK 1]
- Send the kids to the Internet to buy an outfit. Every language has online catalogs with full-color pictures, where the kids can “shop”. Just Google to find department stores with online sales sites. Have them send you a screen shot of their final selections. [CCSS: RL1, W7; ACTFL: Interpretive, Novice Low; DOK 1]
- Have students stage a fashion show. That's a logical activity, but I have a suggestion: have your students help you write the rubric for this activity. Let them decide how many times each should talk, if everyone has to model, and so on, and you will get a lot more cooperation. Also, give them the option of doing the show live, as a slide show, or on video; shyer students will thank you. Each show, however, must have a theme: winter, sports clothes, hippie garb, retro fashions, or whatever. Letting students have a say in deciding what is done has wonderful results; they have a firm recollection of what is required and do better shows, and you get to give more As on the results. [CCSS: W2, L2, then S4, 6; ACTFL: Presentational, Novice High; DOK 2] To keep viewers active, have them rate the outfits (especially fun if you have score cards like for the Olympics!).
- Have a magazine Scavenger Hunt for clothes. Give students a list in the target language of things like a red shirt, a green dress, blue socks, purple shoes, or whatever, and turn them loose with a bunch of old magazines to hunt for them. I give a time limit for the hunt [CCSS: RL1; ACTFL: Interpretive, Novice Low; DOK 1] This can be done individually or in small groups.
- Post several similar pictures cut from magazines. Tell the students that one of these people has just committed a crime. Describe the criminal for them, using as many negative statements as positive ones—i.e., he is wearing a hat, the hat is not black, he is not wearing a raincoat, he is wearing a brown jacket, and so on. Have them help you “catch” the criminal. [CCSS: RL1, SL1, 3; ACTFL: Interpretive, Novice Mid; DOK 2]
- Have a more advanced class make a page of fashion dos and don'ts, illustrated from magazines. This practices the command form of verbs, as well (or the subjunctive, depending on how you structure it). [CCSS: W1 or 2, 4, 6 and L1, 2; ACTFL: Presentational, Novice High; DOK 2]



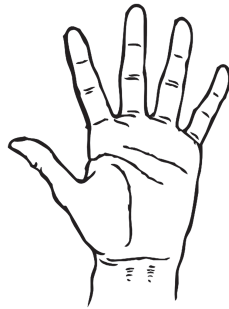
Colors

TPR is usually the best way to introduce colors. Take sheets of construction paper in various colors and introduce the colors two or three at a time. Circulate through the class, asking students within reach to “Touch the orange paper” or “Point at the blue paper”. This is a very low-anxiety activity. Then, get another set of papers in the same colors and shapes, but smaller, and introduce the words “big” and “little”, as well as adjective placement. Practice again for ten minutes or so, wandering about the room and, for your visual learners, putting a vocabulary list you have prepared beforehand onto the screen or on the board. Then add shapes—square, circle, triangle—if you want (a logical step). Then try one of these activities:

- **Flyswatter:** Tape the papers to the board (or attach them with magnets)—give them some practice time with a partner while you set this up—and send two student volunteers to the front of the room, arming each with a flyswatter. Say, “Touch the big green paper”, and the first student to swat the correct paper wins. [CCSS: SL1, 3; ACTFL: Interpretive, Novice Mid; DOK 1]
- **Play Elimination.** Have the entire class stand. Call out a color or, to seem less biased, have bowl full of strips of paper with the colors written on them and draw a paper from this bowl. Students wearing this color may remain standing, and others must be seated. [CCSS: SL1, 3; ACTFL: Interpretive, Novice Low; DOK 1] If some sort of reward or privilege is connected to this activity, I find the students who are “out” stay involved in their desire to monitor the honesty of the students who are still playing. Continue until most of the students are seated, reward the remaining students, and start over or go on to another activity. They will beg to play this again. Be sure you replace the strips already used; fate determines the winners (or those whose tastes run to wildly colored clothing).
- A wilder variation of Elimination, and which has no winners or losers, is to call out a color, and anyone wearing that color has to

switch seats. To make it more interesting, remove one seat so one student will be left standing. Let him or her pick the next color. To practice clothing, name a color and an item, i.e., “white T-shirt”. [CCSS: SL1, 3; ACTFL: Interpretive, Novice Low; DOK 1]

- Play “I Spy”: Say, in the target language, “I see something that is (color)” and have students guess what it is: “El globo?” . . . No . . . “El mapa?” . . . No . . . and so on. [CCSS: SL1, 3, 4; ACTFL: Interpretive, Novice Low; DOK 1]
- Bring in fruits of different colors and teach the fruit’s name and color as you cut them up. Give kids pieces as they tell you what fruit and color they would like to eat. [CCSS: SL1, 4; ACTFL: Presentational, Novice Low; DOK 1]
- Buy a bag of multicolored balloons, enough for each student to have one. At your signal, have them blow up and tie off their balloon, telling what color it is. Then, they throw it into the air and bat it from student to student, calling out the color before they touch it. This gets pretty noisy (expect a balloon or two to pop), but kids of all ages enjoy it. [CCSS: SL1, 3, 4; ACTFL: Presentational, Novice Low; DOK 1]



Body Parts

Some suggest activities besides the usual *Simon dice/Simon dit/Simon sagt*:

- Take turns singing, “Head and Shoulders, Knees and Toes” (to the tune of “There’s a Tavern in the Town”): “Head and Shoulders, Knees and Toes, Knees and Toes” (touch these parts as you sing)—repeat the first line again—“Eyes and Ears, and Mouth and Nose, Head and Shoulders, Knees and Toes”. In French, the third line is rearranged so it rhymes: *Les yeux, le nez, la bouche et les oreilles*. . . Sing this over and over, faster each time. See who can sing it the fastest. [CCSS: SL4; ACTFL: Presentational, Novice Mid; DOK 1]

- Lead an exercise class. This will teach body parts as well as verbs, prepositions of location (up and down), and a review of the numbers. After this, it is fun to assign groups of students to make their own exercise videos, and then show one each day whenever the class needs a break from sitting (or at the beginning of the hour, especially first thing on a Monday when they are fairly lethargic). I even encourage them to use finger lifts, eyebrow raises, and other silly things as a small part of the routine, as those practice the more obscure body parts. [CCSS: SL1, 4; ACTFL: Presentational, Novice High; DOK 1]
- Have student volunteers go to the board. Give each a piece of chalk, blindfold them, and then have them draw a person. Have the other students in the class tell them what body part to draw. (They may also use adjectives: a big hand, a small nose.) The class is usually enthralled while watching these masterpieces develop. [CCSS: SL3, 4; ACTFL: Presentational (except for the artist) Novice Mid; DOK 1]
- Place a common object (plastic spoon, cup, stuffed animal, etc.) on a chair or desk between two students. Call out body parts randomly and have students touch that part until you call the object's name ("Spoon!" / "Cup!") and they have to try to grab it first. The loser is out, and the winner finds a new partner, until you have a class champion. [CCSS: SL3, 4; ACTFL: Interpretive, Novice Mid; DOK 1]
- Divide students into groups, giving each group a large piece of white bulletin board or butcher paper and markers. One of each group will lie down, and either you or a person in the group who the student trusts to do this will outline his or her body. Then, they color themselves and label body parts. Specify how many parts must be labeled. [CCSS: W2, L2; ACTFL: Presentational, Novice Low; DOK 1]
- Using Post-It notes, have students write one body part on each piece and then stick them onto the appropriate parts of a volunteer from their group. If he or she prefers, the volunteer may stick them onto himself/herself. Give a certain number of participation points for this. Then, the volunteers go to another group, which removes and reads the papers aloud, checking the spelling and grammar of the other group. Points are given for finding errors and points deducted from the group who made the errors. [CCSS: W2, SL4, L2; ACTFL: Presentational, Novice Mid; DOK 1]
- Make a collage "Frankenstein" of various pieces of people taken from different photos (from a TL source if possible), assembled, and labeled in the target language. This makes a high-interest bulletin board. [CCSS: W2, 8 and L2; ACTFL: Presentational, Novice Low; DOK 1]

- Play “Mannequin”: Have a student volunteer to be the mannequin and another who will pose him as you instruct: bend the elbow, extend the finger, place one hand on the knee, etc. [CCSS: SL3, 4; ACTFL: Interpretive, Novice Mid; DOK 1]
- Have a mock disaster drill. Assign roles—rescuer, Red Cross worker, doctor, injured person (identify the injury, don’t let them choose). Pick a somewhat exaggerated event: avalanche, asteroid hit, volcanic eruption—something not likely to occur where you live. You can even do fake blood (rags painted red to tie on various places). Give vocab like “Can you move your leg?” or other things said to test injuries, as well as things for the injured to yell: “I’m stuck under this boulder” or “My head hurts”, etc. Keep it as melodramatic as possible and this could be a great video! [CCSS: SL1, 3, 4, 6; ACTFL: Presentational, Intermediate Low; DOK 3]

Prepositions

- Hide-the-Pencil: Have a student volunteer give you a pencil or a pen. Send him or her from the room and hide the object somewhere in the room. Have the student come back in and ask, “Where is the pencil/pen?” (“Wo ist . . . , Où est . . . , Donde esta . . . ?”) The students answer using the prepositions: “behind Sam, far from the teacher, to the left of the clock”, and so on. The clues may not repeat any prepositions; if one has been used, students must think of a clue using a different preposition. After five clues, if the student has not found his or her object, show the student where it was and let him or her select the next student volunteer. You can play, too. [CCSS: SL1, 3, 4; ACTFL: Presentational, Novice Mid; DOK 1]
- If you are lucky enough to have a lot of old Mr. Potato Head pieces around or can acquire them from friends and family, great! Otherwise, here is a substitute: using felt, cut out a head shape, ears, eyes, nose, mouth, and other face parts. Felt pieces usually cling together, especially if they are assembled on a desk top or other flat surface. Using either set (the real ones or the felt), have students assemble a person while you describe. Or, have one student describe to a partner while the partner assembles it. Or, display a face with parts in unusual places and have the students tell you where they should go. [If you describe, CCSS: SL3, 4; ACTFL: 1.2, 1.3; if they describe, CCSS: SL1, 3, 4; ACTFL: Interpretive, Novice Low; DOK 1]

- Give students a drawing of an empty classroom. Below it is a series of sentences telling what objects to draw and where to draw them: “Put the book on the desk. Draw a map to the right of the window. Put a desk in front of the window”. Use as many prepositions as possible. Have students compare drawings to see if they correctly followed directions. [CCSS: R1, 2, 3, 4; ACTFL: Interpretive, Novice Mid; DOK 1]
- Try origami. Get a book on origami and tell the students how to make something. My two most popular shapes so far have been a bird that flaps its wings if you pull the tail and a box that is flat when finished but which you inflate by blowing into it. (We call it a “balloon”.) [CCSS: SL3, 4; ACTFL: Interpretive, Novice Mid; DOK 1]
- Get a map of Madrid/Paris/Berlin/Tokyo (any major city in the target language) and have students plot a route from a place you have predetermined to a major monument. If you have a laminated map, have them trade instructions and draw their route (following the instructions as written). Or, use a student volunteer and a map projected on a screen. Have the volunteer(s) try to follow directions given by classmates. [CCSS: W2, L2; ACTFL: Interpretive, Novice Mid; DOK 1]
- Tell students they must help a new exchange student at school. Giving each group a different class schedule, have them write directions from before school when the student gets off the bus, to all his/her classes, and back to the bus at the end of the day. This also practices time expressions. [CCSS: W2, L2; ACTFL: Presentational, Novice High; DOK 2]
- Record directions within the building and have students listening to it follow a route through the school to a “treasure” (cookies?) you have hidden somewhere. I suggest not sending groups out all at once. [CCSS: SL1, 3, 4; ACTFL: Interpretive, Novice High; DOK 1]

Object Pronouns

Here are a couple of ideas that are low prep:

- **Lost and Found:** Have people exchange things they personally are wearing or brought to class with another person and then have that person exchange with a third classmate. Go to each student and ask if they have lost something, and they will answer, “Mark has

my calculator”, to which Mark would reply, “No, I don’t have your calculator; I gave it to Paul”, which requires the use of a direct object pronoun (and gender practice for the noun). [CCSS: SL1, 3, 4; ACTFL: Interpersonal, Novice High; DOK 1]

- **No Sir/Ma’am!** This game is fast paced and practices the pronouns over and over: After numbering the chairs in your room, have students sit while you announce, “The king of (TL country) has lost his (object) and number (say a seat number) took it!” The person in that seat number must stand and say, “No, Sir/Ma’am, I don’t have it—number (says a different number) has it!” and the newly accused person stands up, denies it, and accuses another, until someone doesn’t react fast enough (or stands up when it wasn’t their number called or calls his/her own number or one that doesn’t exist—i.e., 21 when there are only 20 students). Then students with lower numbers all shift up one seat, and that person goes to the end (largest-numbered seat). Change objects lost to practice a variety of pronouns. To win, students must try to trip up others with numbers lower than theirs so they may move up. [CCSS: SL1, 3, 4; ACTFL: Presentational, Novice High; DOK 1]

Asking Questions

- **Pseudo Jeopardy:** Help students better understand the structure of a question with a learning game sort of like *Jeopardy*. Using any sort of game board (tic-tac-toe, horse race, escargot, etc.), divide the room into teams. You will need a large number of fairly complex sentences, such as: “Maria goes to the mall on Saturday to buy a pretty red dress”. If desired, dictate the sentence to the students. Then, with each team in turn, give them a part of the original sentence and have them tell you (or write) what question that part would answer (i.e., “to the mall” with the answer, “Where does Maria go?”). If they answer correctly, they win the square, move their token, or whatever, depending on the display method chosen. [CCSS: SL1, 3, 4; ACTFL: Presentational, Novice High; DOK 2]
- **Celebrity Speed Dating:** Assign every class member the name of a secret celebrity and a list of the names of classmates. They may need a little research time to find out more about their celebrity or have more names than students so they could exchange for a new, known name. Using a two-minute paired session of questions and answers

between both, each student should answer as accurately as possible whatever his celebrity would answer while at the same time trying to guess who their partner is. At the end of two minutes, each one moves to sit with a new partner, until all have had a chance to speak together. At the end of the event, reveal the secret identities and see which student guessed the most correctly. [CCSS: SL1, 3, 4; ACTFL: Interpersonal, Novice High/Intermediate Low; DOK 2]

- **Sunglasses:** At the dollar store, I bought some super-cheap (two for one dollar) sunglasses. On each I stuck a piece of hook (Velcro) tape on the nosepiece. Then I printed small pictures of objects, animals, verbs, colors, foods, celebrities . . . whatever vocab we do, and on the back I put the “soft” (loop side) tape. Half the class wears the glasses and walks around to ask classmates questions about who/what they are. They are only allowed one guess per question. When the guess is correct, they give their glasses to their partner, who comes back to me to exchange the picture for another and take his/her turn guessing. [CCSS: SL1, 3, 4; ACTFL: Interpersonal, Novice High; DOK 2]

Activities that Work for *any* Subject

I am assuming that we all know how to do board races, crossword puzzles, Go Fish games, and word searches, as well as online sites like Kahoot, Quizizz, Quizlet, and others. Here are some more creative and active low- or no-tech ways to practice vocabulary and concepts covered in class.

Bingo: We have all used Bingo at one time or another, but here are some interesting variations on Loto/Lotto/Bingo:

- **Strip Bingo:** (The name immediately arouses interest!) Give each student a strip cut lengthwise from a piece of blank paper. Fold the strip in half three times (giving eight squares). Each student chooses eight vocabulary words, writing the English translation in the boxes. The teacher (or a selected student) reads the entire vocabulary list aloud, while each student concentrates on hearing the ones for only the first and last ones on his/her strip. When one of those two is heard, that box is torn off (so another word takes its place). Note: Have students keep the boxes removed so you can check for accuracy. When the reader reaches the end of the list, the reading begins again at the top. The winner is the student with no words left. To make the

game last longer, do not say a word that you think most students will have on their list as often as other words. [CCSS: SL3, 4; ACTFL: Interpretive, Novice Low; DOK 1]

- **Variation:** Instead of folding the strip into boxes, students may write down a given number of words (i.e., 15). Make sure to tell them to spread out the words so they take up the entire strip. Then play as before, tearing off the end words until the strip is gone.
- **Variation:** Students may also cross words out instead of tearing them (but it is harder to verify who is telling the truth about having all the words used when doing that).
- **Variation:** Use the words *in context* (sentences or a short paragraph) and have students listen for them.
- **Body Bingo:** Students pick a given number of vocabulary words, writing them down (or drawing a picture) so they can remember their “picks”. Have all stand up. Draw vocab words, and, as they are read aloud, if one of their words comes up, they must sit down. The winner is the last one standing. This is a quick (five minutes or less) activity. [CCSS: W1, 4, L2, SL3, 4; ACTFL: Interpretive, Novice Low; DOK 1]

Team Tic-Tac-Toe (Noughts and Crosses): Draw a nine-square grid and number each square from one to nine. Divide the class into two teams. Have the starting team choose a square, and then ask a question. If they give the correct answer, they win the square. If not, the other team may try to “steal” the square. Then the second team chooses a numbered square for their turn. [CCSS: SL3, 4; ACTFL: Interpretive/Presentational Novice Low; DOK 1]

Mobiles: Cut pictures out of any category: clothing, colors, food, family members, professions, animals, transportation, or whatever unit you wish. Paste them on cards, writing the word for the picture in the target language on the back of the card. Make an X-shaped hanger from dowels, pieces of coat hanger, plastic drinking straws, or anything else rather stiff, and hang the items using thread, string, or yarn. Hang them from the ceiling, where they will catch the eye and reinforce the vocabulary. Don’t forget to take them down before the test, though. [CCSS: W2, L2; ACTFL: Presentational, Novice Low; DOK 1]

Circle Sheet: Write the vocabulary all over a paper, in both languages or just the TL, making sure there is an uneven number so there are no ties when playing. Pair students, giving each a different colored pen, pencil, marker, or crayon. (I prefer crayons as they don’t mark on skin or clothing or pierce skin; this game can get pretty wild if you have fierce

competitors!) Someone can: call out the vocabulary *or* say it in English, or give a hint (i.e., You put it on a toothbrush) and students race to see who can find and circle it first. [CCSS: SL1, 3, 4, 6; ACTFL: Interpretive, Novice Low; DOK 1]

Hot Potato: Set a timer, without telling the students how much time it was set for. Choose an item, and hand it to a student. In order to pass it to someone else, the student must correctly answer a question. The student caught holding the item when the timer rings is the loser. To keep students on task, have everyone take notes or review their notes as the questions are asked. I suggest you place a time limit for answering questions so that students don't spend a long time looking through their notes for the answer. [CCSS: W1, 4, L2, SL3, 4; ACTFL: Interpretive/Presentational, Novice Mid if easy questions; DOK 1]

Black Box, or Poison Box: A variation on Hot Potato, with no timer. Give a student a box, telling him or her only that inside it is a slip of paper. Written on that paper is a task. If the student correctly answers a question, he or she may pass it to someone else. If not correct, he or she must keep the box and try answering another question. Once all your questions are used up, the person currently holding the box will open it and perform the task. Examples of tasks: Go up to the blackboard and write your name, holding the chalk in your mouth, with your hands behind your back. Walk to the door and back like a duck, singing "Frère Jacques". Sing or lip-synch a song in the target language for the class (or dance to a song). [CCSS: SL3, 4, L1; ACTFL: Interpretive/Presentational, Novice Mid to High; DOK 1]

Round the World: Prepare a series of questions or a list of vocabulary. (You might even ask the students to submit these the day before the activity is scheduled, or at the beginning of the hour, as homework they turn in to you.) Give everyone a review sheet. Have one student either in the front or back of the room stand next to the person seated closest to him or her. Tell them you are going to ask a question and whichever person says the answer first gets to move on to challenge the next person in the row, and so on around the room. Anyone who makes it all the way around the room wins. [CCSS: SL1, 3, 4, 6. L1; ACTFL: Presentational, Novice Low; DOK 1]

Twister: Use the purchased party game mat, which works for colors but can be converted, with words written on paper and taped to the circles, as practice for almost any vocabulary, as well as body parts, left and right. [CCSS: R1, SL1, 3, 4; ACTFL: Interpretive, Novice Low; DOK 1]

Caramba!!Flute!!Verflixt!!Darn!: First, either type a list of the vocabulary you wish to practice, leaving enough space between the words so

they may be cut out, or print them on cards. (I use a business cards template that spaces them for me.) Include one card with the word “Darn” in the target language for every four or five vocabulary words. Cut these apart and place them in an envelope. You will need one set for every two teams of students. If you want, you can write the definition of the word on the back or have the students do this.

To play, a student from Team A draws a word from the envelope, and Team B has five seconds to give a (upper-level) definition or (lower-level) translation of the word. (If the cards are double sided, go with the side up as it is pulled from the envelope. If the side up is in English, they must give the TL word. If the TL side is up, then they give the English.) If Team B correctly translates/defines the word, they keep it and then decide to either pass or continue. If they continue, Team A draws another word, and they continue to answer. Once a team decides to pass, the envelope changes hands, and the round is ended.

If Team B answers incorrectly, Team A has a chance to steal the word. If they successfully translate the word, they not only keep that word, but they may take another from Team B’s pile, and the envelope changes hands, with Team B reading the next word.

If one team draws the word “Darn” from the envelope, the other team loses all it has accumulated during that round (it is important to keep cards from different rounds separate from each other), puts them back in the envelope, and the envelope changes hands. The “Darn” card makes the game unpredictable enough to keep one team from monopolizing the entire game.

A variation of this game that works for all levels is, instead of providing a definition of the word, to ask the students to use the word in a sentence. Using vocabulary in context is, after all, one of the main goals of most state or national standards. [CCSS: SL1, 3, 4, 6, RL1 and L1; ACTFL: Presentational, Novice High; DOK 1]

Bang!/Pan!/Paf!: Have students stand back-to-back, “guns” (brains . . . or pens, if using paper) ready. Give them a phrase to translate. They whirl around and race to see who can do it correctly first. [CCSS: SL1, 3, 4, 6, L1; ACTFL: Interpretive/Presentational, Novice Mid to High; DOK 1]

Casino: Have students take out a piece of scratch paper, making three columns labeled “Bet”, “Answer”, and “Total”. Then, have them number from one to ten (or whatever number) down the side of the page. At the top, have them write “100 francs” (pesetas, pesos, Marks, yen, etc.). Before you read or show question #1, have them place a bet—any amount, but if they go broke, they lose their participation points for the activity (this way, they don’t bet too wildly). After they have all written

an amount, the first question is read, and they write down their answer in the Answer space. Then the teacher reveals the correct answer. If students answered correctly, they add the amount they bet to the original 100. If they answered incorrectly, they subtract that amount. This seems to get even the unenthusiastic students excited about reviewing vocabulary. [CCSS: SL1, 3, 4, 6, L2 ACTFL: Presentational, any level; DOK 1]

Fortune Tellers (sometimes called Cootie Catchers):

Note: If at *all* possible, give the following directions in the target language:

1. Start with a perfect square of paper. Fold it in half, side to side, forming a rectangle. Unfold.
2. Fold it in half the other way. Unfold.
3. Fold it in half diagonally, forming a triangle. Unfold.
4. Fold in half diagonally the other way. Unfold. The paper will be very creased.
5. Fold each corner point into the center. Crease well.
6. Turn the paper over, so the folded parts are not visible. Again, fold each corner point into the center, and crease well.
7. Flip the paper back over. Slide the thumb and forefinger of each hand into the four open square flaps, bringing your fingertips inward to meet each other . . . and voilà!

Now that you have the paper made, you must decorate them. As a child, we used these to tell fortunes: We would say a number and then open and shut the device, alternating opening it keeping the top and bottom flaps together, and shutting it, then opening it again, keeping the left and right sides together, counting as we did so. On the inner flaps were numbers or nouns or adjectives, and when a choice was made among those visible, the flap was lifted to reveal a “fortune”. Use your imagination: write an adjective on the inner flap, with a profession below it: You will be a fast race car driver or a famous scientist. High school students get really creative with these. If you don’t wish to use the future tense, have them “describe” objects: You have a green car or a mean dog. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, any level; DOK 2]

Pancho Camancho/Jean Valjean/Walter der Alter: This game works for any vocabulary for which you have a picture card. Give each student a picture card and have everyone stand or sit in a circle so everyone can see everyone else’s card. Let’s pretend the category is food. You start by saying, “Pancho Camancho come (food that Student A is holding a picture of)”. Student A would quickly reply, “No, Pancho Camancho is

not eating (food A), he is eating (food that Student B is holding a picture of)". Student B would continue by saying, "No, Pancho Camancho is not eating Food B, but he is eating (another food whose picture is held by another student)". That students would deny/accuse, etc. Of course, my French classes say, "Jean Valjean mange . . ." And German classes use Walter der Alter. This game works well for other things besides food. Action verbs are easy to teach using this: "Jean Valjean is skiing". "No, he's not skiing, he's swimming". "No . . ." And this is really helpful when you have to teach direct object pronouns. [CCSS: SL1, 3, 4, 6; ACTFL: Presentational, Novice Mid; DOK 2]

Jeopardy: Play this just like the game show. I use a PowerPoint template, and we play using an inexpensive buzzer-lockout set (to avoid arguments as to who was first). Instead of questions, there is an answer and the student thinks of a question. For example, if the screen shows a bathing suit, the student might say: What do you wear when swimming? More difficult statements are worth more points. If they get it wrong, they lose that amount from their total, and another team gets a chance to answer. The team with the most points at the end wins. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, Novice High; DOK 2]

\$25,000 Pyramid or Taboo: Give students a category, and they must describe to their partner things that belong to that category in order to get the partner to name the category, or give the students a list of items, having them read them aloud one by one as the partner guesses the category. A version of this, called Taboo, gives the student a list with the category and five words about it, none of which the student is allowed to use when describing the category. For example, the category is "dinner" and the student is unable to use the words "meal", "plate", "lunch", "evening", or "time" as clues to the category. This really encourages circumlocution. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational/Interpretive Intermediate Low to Mid; DOK 2]

Flyswatter: Write vocabulary words on a piece of butcher paper or on a PowerPoint slide projected on the wall. Send two kids to the paper/screen/wall, giving each a flyswatter, plus a stern lecture on what will happen if they use the flyswatters on each other or the floor. Call out a word in English, and they compete to see who can locate and swat the word in the target language first. This also works great for irregular past participles (you call out the infinitive form), comparative words in Spanish, numbers, colors—anything that you could make flashcards for. To have more of the class participate, have more papers (and more flyswatters). The students don't even care about keeping points, they are

having so much fun swatting (and learning). [CCSS: SL1, 3, 4, 6; ACTFL: Presentational, any level; DOK 1]

Human Swatter: We use a sponge baseball bat, very soft. Students sit in a circle with pictures they have drawn of vocabulary words. One student sits in the middle, with the bat. To begin, a designated student in the circle would look at the pictures and say another student's vocabulary word. The student in the center would try to strike the picture (or desk of the student with the picture) with the bat before the student with the picture named says another person's vocabulary word. If the student with the bat is able to do this, the student with that vocabulary word takes the bat and the seat in the center. It is against the rules to swat humans, but it sometimes happens by accident; that's why the soft bat is important. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Interpretive, Novice Low; DOK 1]

Darts: Get a magnetic dart board at the dollar store or online, or if your classroom board is magnetic, you can just buy magnetic darts and draw or project the dart board, and organize students in teams. Have a list of questions on the unit; teams that answer correctly can throw a dart and get the number of points depending on where the dart lands. If you draw your own dart board, you can place categories on the sections and have teams throw a dart to get a question in that category; award a point for a correct answer to the question. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, any level; DOK 1]

Angel and Devil: If the vocabulary lends itself to opposites (fat/thin, tall/short, black/white, walk/run, aunt/uncle), have two students volunteer to dress up—a halo or horns, with glitter pipe cleaner or a pitchfork (shop the after-Halloween sales)—and wander the room, taking turns selecting a classmate to speak. If tapped by the angel, the word must be something good (i.e., “intelligent”); the one tapped by the devil must say the opposite. A variation would be to have a male/female student use the glitter “wands” and students would, if tapped by the male, say the masculine form (“uncle”) and, if tapped by the female, say the feminine (“aunt”); this would work for irregular adjectives, too. [CCSS: SL1, 3, 4, 6, L1; ACTFL: Presentational, Novice Mid; DOK 1]

Battleship (*Acorazado/Bataille Navale/Schiffenversenken*): Like the game, you start with a grid of squares. Students should have two grids: one for their own ships, and one for locating their partner's ships. While 10 by 10 would work well for numbers review, 15 by 15 or 20 by 20 work better for other subjects. Students draw in ships that cover two, three, four, or five spaces, horizontally or vertically (not diagonally). They should have four or five ships if you are doing the 20 by 20 size. If you are doing topics other than just numbers, fill in the grids with vocabulary

in categories or don't fill in the grids: instead, write numbers across the top and letters down the side (students would ask for space A-2, for example), or nouns at the top and adjectives down the side (students would have to make the adjective agree correctly to score a "hit"), or write verbs across the top and subjects down the side (students would have to conjugate the verb correctly to score a "hit"). Student A would begin by requesting a square in the grid, and Student B would answer "Hit!" or "Miss!" Then it would be Student B's turn. If a student incorrectly answered a grid square, and that square involved a ship, that ship would then be unsinkable. In order to sink a ship, all two, three, four, or five questions would have to be answered correctly. The first student in each pair to sink all his or her partner's ships would win, or the student sinking the most of his or her partner's ships would win. [CCSS: SL1, 3, 4, 6, L1 and L2; ACTFL: Presentation/Interpersonal, Novice Mid; DOK 2]

Jenga: At the dollar store, I bought a small wooden set of Jenga-style blocks and numbered each block. Students play a regular Jenga game, but before they may remove one of the blocks, they must answer a question. Put questions on one numbered sheet and answers on another, and pass the papers in a circle so everyone has a turn. With the blocks numbered, you can use the Jenga blocks for multiple units. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Mid; DOK 1]

Word Blocks: (I use Duplo blocks as they are larger, but Legos work, too.) To help students form sentences, print labels and stick them to the blocks, coordinating block color to part of speech. Then have students put them together. You can specify the color pattern to follow, see who can make the longest sentence, etc. You can write on the blocks with a Sharpie marker, but labels are easier as you can stick new ones on to reuse the blocks. [CCSS: SL1, 3, 4, 6; ACTFL: Presentational, Novice Mid; DOK 1]

Scavenger Hunt: Compete to see who can gather information the fastest. Make sure the list includes not only information to be found in the text but things they may see posted in the classroom, look up in a dictionary, or ask you or a specified classmate (i.e., birthday, father's name, shoe size). Can be done outdoors, on a nice day, or even inside a TL magazine (find a picture of a red-haired girl, a boy in a blue sweater, etc.) if there's bad weather. [CCSS: SL1, 3, 4, 6; ACTFL: if info in TL, Interpretive Novice Mid; DOK 1]

Picture Grid: Give students a paper with ten squares. As homework, they must pick ten vocabulary words and, for each, draw a picture. On the back of each picture, they must write the word. The next day, they cut these pictures apart and arrange them on the desk. Their partner will then attempt to guess what vocabulary word the picture represents. If

they are able to correctly guess and spell the word correctly, they keep it. When one person's pictures are done, they trade roles. The one with the most pictures at the end wins. [CCSS: SL1, 3, 4, 6; ACTFL: preparation is Presentational, Novice Low, but partner activity is Interpersonal, Novice Mid; DOK 1]

Afterward, reuse the pictures—have each student draw two, create a sentence using them, and continue until they have written five sentences for you to look at as an assessment. [CCSS: add L2 to the prior; ACTFL: Presentational, Novice High, DOK 2]

Dice Game: Divide the students into pairs and give each pair some dice. The dice must have words taped over the numbers, or (this is easier) there can be a list of numbered words on the board or screen. For example, if the student throws two dice, getting a three and a two, they must make a sentence using word #2 and word #3 and dictate it to their partner, who writes it down. They take turns doing this until they have written 10 to 12 sentences, which they hand in as an assessment for the teacher to look at and grade. Note: Putting the dice in small paper cups, and having students throw them into shoebox lids, saves a lot of chasing after dropped/wayward dice. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice High; DOK 1]

Concentration: Play this just like the old TV game. Approximately 20 to 30 numbered cards arranged in a square are chosen in pairs by designated students. If what is written on the back of the cards is the same, a match has been made, and the cards are removed, revealing part of a phrase written behind the playing surface (or a blank if that is a space between words in the phrase). If what is written on the back is different, the cards are turned face down, and a different student takes a turn. The student or team who correctly guesses the phrase written behind the cards first is the winner. As a vocabulary review, the numbered cards would, of course, have vocabulary words written on the back. Note: This may be done using technology; there are quite a few free Concentration templates available online. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Interpretive, Novice Low; DOK 1]

You Bet Your Life: This is played like the Groucho Marx show. Pick a “secret word” from the chapter vocabulary and write it on a card. Then have students do a speaking activity using the vocabulary list at the end of the chapter. The first to use the “secret word” wins. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, Novice High; DOK 1]

Basketball: Divide the class into teams and have each use scrap paper to make a ball (or write the questions on a paper they can crumple and use as a ball). Put the trash bin or recycling bin in the center and have the

student group answer a question. Teams answering it correctly get one point and an extra point if they can throw the paper ball into the “basket”. [CCSS: SL1, 3, 4, 6, L1; ACTFL: Presentational, Novice Mid to High; DOK 1]

Cadavre Exquis: This French game starts with a strip of paper. On your prompt, each student writes a subject (noun, name, pronoun, you decide) and folds it to the back so it is no longer visible, handing the paper to someone near them. You then ask them for a verb in a specific tense, time expression, adjective, adverb (your decision) and they write it and fold it back and pass again to the same person . . . until the strip is full and there is a sentence. Students unfold the strip and read the sentence to a partner or small group. Follow-ups could be that this starts a story, or you could have them illustrate the sentence. These are sometimes hilarious. [CCSS: SL1, 3, 4, 6, L1 and L2; ACTFL: Interpretive/Presentational Novice High; DOK 2]

Snowball Fight: Give each student a small square paper and a partner. Give each group of partners a vocabulary word. One will write the word on the paper, and the other its definition, and then both wad them up into two “snowballs”, and each will go to an opposite side of a line (tape, yarn, etc.) and, when the teacher says “Go”, begin to throw the snowballs. The winning team will have the least number of snowballs on their side when the teacher says “Stop!” Then, every student will take one ball, unfold it, and find a new partner, matching vocab word with definition, for the next activity. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Interpretive, Novice Low; DOK 1]

Finally, let me say that some of these games take a lot of time to prepare the first time you do them. Either grin and bear it, telling yourself you’ll have these for many years to come, or do the following: assign the students to make games as a graded project. They are just as creative as you are and will undoubtedly come up with games you and I would never have thought of and which will be valued additions to your repertoire. Many of them will undoubtedly involve students kinetically, which at least half of the aforementioned do not do. Let your students come to your rescue. The more they do themselves, the more they learn (remember Glasser’s and Marzano’s findings). You can always reuse their favorite games for other chapters by updating the questions.

Using Whiteboards

Whiteboards can be purchased anywhere they carry school supplies, but many teachers take a piece of poster board or cardstock and slip it into a

page protector for a very inexpensive, much thinner, and more portable version. Another way to get a set is to go to a building supply store or lumberyard and purchase a sheet of shower board: pressed fiberboard with a white, slippery coating on one side, usually used for bathroom walls. Have them cut the sheet for you into 20 to 24 (or more) pieces. If you tell them it is for your classroom, they may give you a break on the fee for cutting. The edges are not sharp at all.

Some people store theirs on the rack under students' desks. Others punch holes in them and run a string through at least one hole, for hanging on the wall, or through two, for hanging around students' necks. I keep mine on an old overhead projector cart, along with the markers and erasers, which is another topic. Some teachers purchase dry erase markers (or require the students to do so). In my room, we just use darker-colored crayons. To wipe off the marks, many people use a bag of the unmatched socks they have collected over the years. Those work well, but lacking enough of those, I just cut up old flannel sheets and shirts. Either way, it is quite easy to launder the whole bag occasionally. Crayon just melts right off the fabric and disappears. It takes a bit more effort to erase, but my students have plenty of energy that needs to be used up. I also paint numbers on the back of my whiteboards for games we play, which are described in the next few paragraphs.

What are whiteboards for? Anything that can be done on paper may be done on a whiteboard, and somehow it feels more "fun" to do it.

Why use whiteboards instead of online things like Jamboard, Padlet, or just their computer? Because writing by hand has been scientifically shown to contribute more to long-term data storage *and* whiteboards are much more active! Here are some ways I use mine:

- Play "Draw What I Say", with body parts, clothing, and other vocabulary. [CCSS: SL1, 3, 4, 6; ACTFL: Interpretive/Presentational, Novice Mid; DOK 1]
- Have students draw their favorite meal and then hand the boards from person to person, having them "read" the board aloud. [CCSS: SL1, 3, 4, 5, L1; ACTFL: Interpretive/Presentational, Novice Mid]
- Have students draw a family member/animal/monster, listing some personality characteristics. Pass these around, having students compare this person to their own family or the drawing they did on their whiteboard. I usually make them write these comparisons on a separate sheet of paper, numbering each according to the number on the back of the whiteboard they are looking at. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Mid to Intermediate Low; DOK 1]

- Ask students to draw something that represents them on the whiteboard. Have them share this with one partner for feedback. Collect the boards and post them on the chalk rail, writing a number above each. Have students try to guess whose drawing each one is. (This is good at the beginning of the year to get to know each other.) [CCSS: SL1, 3, 4, 6, L2; ACTFL: Interpersonal, Novice Low; DOK 1]
- My students love to play Family Feud with whiteboards. I give them a category such as “Dairy Products” and 17 seconds to write (or any number that is not a multiple of five). Then, I call a number, and the student whose whiteboard has that number on it shares his or her answer. Anyone whose written response matches that answer gets a point (or a point for their team). [CCSS: SL1, 3, 4, 6, L1 and L2; ACTFL: Presentational, Novice Low; DOK 2]
 - “ESP” is a variation on Family Feud. Before they do the activity, I write down an answer for each category, and whoever matches *my* answer (supposedly by reading my mind) wins a point.
- Ask students to draw three items in a category: hobbies, clothing, weather, sports, food, etc. Then tell each student to take a card; each has two question words on it. Half the students stand up and move about the room, asking questions of the seated students using those question words. The seated students must respond. After a few minutes, have them hand their card to a seated student and return to their seats; repeat the activity. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Interpersonal, Novice High; DOK 1]
- Play “Add-ons”: Have students all draw the same body part and label it or (more variety) write the same part of a sentence (i.e., a noun), or part of a meal, or one item in a room, then pass the board to the next student, who names/reads the first item and then adds another item. Continue until several students have contributed, and then pass the boards around until each student gets his or her original board back. You can even write poems or stories this way. [CCSS: SL1, 3, 4, 6, L1 and L2; ACTFL: Interpretive/Presentational Novice High; DOK 2]
- Seat students in pairs, back-to-back. One student will quickly sketch a table with food on it/a family member/a room in a house/a picnic with several different sports. Then, the student describes his drawing to his partner. When they are done, they compare drawings, pointing out details in the TL. [CCSS: SL1, 3, 4, 6, L1; ACTFL: Presentational, Novice Mid to High (if in sentences); DOK 1]

- **Verb drills:** Call out a subject pronoun, verb, and tense. See who can get the correct answer fastest—have them hold up their boards. After a certain amount of time, hold up your board so they can check their answer. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Mid; DOK 1]
- Start with one whiteboard per row of students, but everyone has a crayon or marker. Call out a verb and a tense. The first person writes the first-person form (*je/yo/ich*) and passes it to the next person, who writes the second-person form (*tu/du*) and passes it, continuing until all six forms are written. The first row that gets the board back up front for the teacher to check, and has all the forms written correctly, wins. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Mid; DOK 1]
- After assigning a translation, done individually, put students into groups, assigning each a sentence or two, and giving each group a marker board for each sentence they are assigned. They must share their translations and agree on what to write on the whiteboard. When it is done, they put it on the chalk rail for the class to compare with their own translations. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Interpersonal/Presentational, Novice Mid; DOK 1]

Flashcard Activities Galore

Teacher-driven

- **Pick-Up:** Teacher tells a story or reads individual sentences and the students pick up the corresponding vocabulary word. [DOK 1]
- **Categories:** Teacher gives a category and students point to or pick up all the words or phrases that match that category. [DOK 2]
- **Mind Reading:** Teacher holds a set of flashcards, and students have to guess which one is on top of the pile. [DOK 1]
- **Award Winner:** Teacher writes random numbers (including negative numbers) on the board and covers each with a flashcard. Students (alone or for a team score) take turns naming the items on the cards and, if correct, remove the card and score those points. [DOK 1]

all are CCSS: SL1, 3, 4,
6 and L1; ACTFL:
Interpretive: Novice
Low

- **Flyswatter** (*Tapette/Matamosca*): Place flashcards on the board or wall and give students a flyswatter. When the teacher names (or gives a hint or riddle) about a term on a card, the first one to slap the card with the flyswatter gets a point. [DOK 1]
- **Round the World**: Choose a student to start; he or she stands behind or beside another student. Teacher holds up a flashcard. The first one to say the word or phrase stands behind the next student, moving in a circle. If the sitter is the first one to speak correctly, the standing student sits in the winner's seat. This continues until one student makes it completely around the room. [DOK 1]
- **Ticket In (or Ticket Out)**: Teacher stands by the door, holding up flashcards for each student. To enter or leave, the student must correctly name the flashcard. [DOK 1]
- **Intelligence**: All students stand. Teacher shows a flashcard and names it. Students repeat the word or phrase . . . except sometimes the teacher says the wrong word/phrase. In that case, students should remain silent. Any student who speaks is "out" and must sit down. [DOK 1]

Individual

- **Pick Three**: Students randomly pick three cards and need to write a sentence using all three of those words or phrases. [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice High; DOK 2]
- **Speak Three**: Students randomly pick three cards and tell a story using all three words or phrases or phrases. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, Intermediate Low to Mid; DOK 2]

Partner Games

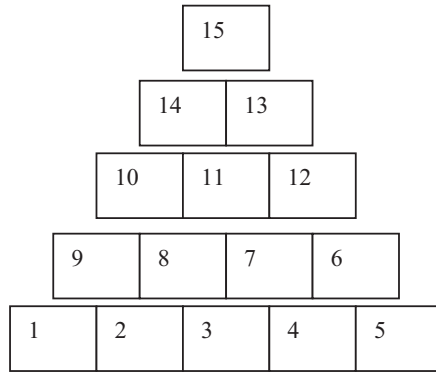
all are CCSS: SL1, 3, 4, 6 and L1; ACTFL: Interpretive, Novice Low; DOK 1 unless otherwise noted

- **Tic-Tac-Toe** (*Morpion-cartes/Tres en raya contarjetas/Drei gewinnt*): Two partners put nine flashcards in Tic-Tac-Toe formation (a three-by-three grid). Students do Rock Paper Scissors to decide who goes first. First person chooses a card and has to say the TL word for it to win that space. If correct he or she puts an X; if not, the other player tells what the answer is and puts a new card down on that space. The first to win three in a row wins.

- **Beat the Clock (non-TL side up):** One partner is the timer. The other partner has one minute to go through their stack of cards giving the TL word, earning one point for each correct word. The timer must check the words or phrases. Switch. The timer becomes the player, and the player becomes the timer.
- **Partner Race Complete (non-TL side up):** One partner is the timer. The other partner has to go through their stack of cards giving the TL word for each. If he or she misses, the card goes to the bottom of the pile and the player has to start again. The person with the shortest time wins. The timer must check the words or phrases. Switch. The timer becomes the player, and the player becomes the timer.
- **War:** Partners hold their own cards in their hands with the TL side up. At the same time, partners flip over their cards so that non-TL side is facing upon the desk. Students race to call out the other person's vocab word in the TL first. Winner gets a point. If the same vocab word appears for both partners, another word is thrown down and students race again to see who can say that word in TL first. Winner gets two points.
- **Partner Bingo:** Partners put a certain number of vocab words or phrases down on their desks with the non-TL facing up. Teacher calls out the words or phrases like Bingo. If a student has that word, he or she turns it over to the TL side. Winner is the partner who has all his or her words or phrases called first. Note: Throw in "verb", "noun", etc., or certain sounds within the words or phrases: "starts with ____, has a ____, ends in ____", etc.
- **Slap/Point:** Students lay out the same set of vocab words or phrases with the non-TL showing. The teacher says a word in the TL. The first person to slap or point to the word gets a point. Descriptions can be used instead.
- **Dice:** Students do Rock Paper Scissors to decide who goes first. Partner A rolls the die. Partner B shows as many cards as there are dots showing on the die to partner A, one at a time. A gets one point for each card said correctly in the TL. His or her turn ends when he or she misses. Then they switch roles, adding up points as they continue.
- **Pictionary:** Played in a group of three. Students do Rock Paper Scissors to decide who goes first, second, and third. First person looks at his or her top card. He or she draws a picture while the

other two are trying to say the word in the TL first. The person who does gets a point. The second person draws, then the third person draws. Players not drawing are guessing. The person with the most points is the winner. [CCSS: RL1, L4; ACTFL: Interpretive, Novice Low; DOK 1]

- **¡Ay Chihuahua! Oh la Vache!:** Each player chooses ten flashcards. The teacher runs off pictures of a chihuahua/cow so that each student has two. Make sure the pictures are not dark so they cannot be seen through the card or paper. Players tape each of the two pictures to two of their flashcards on the TL side and place the cards on a desk non-TL side up. The partner chooses a card to say in the TL. The player then turns the card over to check the answer. If he or she gets it right, it is worth ten points. If he or she gets it wrong, it is minus five points. If the card has a chihuahua/cow on it, the partner loses all his or her points.
- **Rock and Roll Vocabulary:** Each partner chooses 12 cards and places them in four rows of three. Number the cards from 1 to 12. Roll a die to see who goes first. The first player rolls either one or two dice. That person has to say the TL for the card that equals the number that shows on the die (dice). If correct, he or she gets to remove that card and put it in a win pile. If not, the other player gives the correct answer and puts a new card with the same number down. The first person to win all 12 cards wins.
- **Flashing Flashcards:** Each person chooses ten flashcards to show his or her partner in English. They stand back-to-back. The teacher will count to three in the TL. On three both partners turn and face each other. Whoever says the partner's word first wins that card and puts it in a win pile. The player with the most points wins.
- **Mark It:** Students lay out the same set of vocab words or phrases with the English showing. The teacher says a word in the TL. The first person to put a chip on the word gets a point. Descriptions can be used instead. Markers may be actual chips or plastic discs, pieces of cardboard, dried lima beans, etc.
- **King of the Hill (non-TL side up):** Each person will build a pyramid with flashcards as follows: Each partner will take turns back and forth saying his or her partner's cards following the numbered pattern following. If the player gets one right, he or she gets to remove that card and put it in their win pile. If he or she gets one wrong, the partner will put down a new card for the next turn. No one can go on until they win the previous card. Whoever answers number 15 first wins.



- **Dots:** Start with a sheet of dots, at least 15 by 15. Student and partner take turns showing a flashcard in non-TL to each other. If they say it correctly in TL, they get to draw a line to connect two dots. The person with the most boxes when the time is done wins. *May be done as a class . . . on the board.*
- **Word of the Week:** Do Rock Paper Scissors to see who is going to go first. The first person shows the second person a vocabulary word in non-TL. If the other person says it correctly in the TL, the person showing the card gets the letter. If he or she answers it incorrectly, he or she gets a letter. Play goes on until someone spells the word. The first person to spell the whole word loses. Take turns.
- **Sentence Six:** Each partner starts with six flashcards face up on the desk. They stack the rest of the cards face down between them. On each turn, they draw a card and decide whether or not to exchange it or discard it. Each is trying to make a sentence that would use all six flashcards (with additional words or phrases supplied to supplement as needed). When one has a sentence, they call the teacher over to judge/award points. [CCSS: RL1, 3, 4, 6; ACTFL: Interpretive, Novice High; DOK 2]
- **Hangman:** Each draw the hanging gallows on paper, screen, or whiteboard. Do Rock Paper Scissors to see who goes first. The other player shows a card in non-TL. If the first person says it correctly in English, nothing happens. If wrong, the other player gets to add a body part. Each person is trying to hang their partner's character first. Less ghoulish variations: draw a turtle instead of a hanged man or draw a flower and erase a petal or leaf at a time.
- **Hopscotch:** Students lay out cards on the floor and then take turns to call out the order in which their partner must jump onto each card.

Larger Group

- **Pass the Bomb:** Give groups of four to six each a set of flashcards and a “bomb” (an eraser or small object). When you call “Start”, the student holding the “bomb” picks a card and names it. If the student gets it right, the “bomb” is passed to the next student, who picks a card and names it. Students must get the word or phrase correct to pass the object. When the teacher calls “Stop” (after a minute or less), whoever is holding the “bomb” gets a point. The object is to not get any points. When the teacher decides the game is over, students with the lowest score win.
- **Scavenger Hunt:** Place flashcards all around the room: on walls, hidden, stuck under desks or chairs, etc. Give each student a list of TL words and have them find the ones on the list.
- **Scavenger Hunt II:** To introduce new vocabulary, hide/place flashcards with a picture and the TL word. Give the same list in English to all and have them find the translation.
- **Board games:** Teacher provides a board (I use a *Jeu de l’oie* or an escargot, easy to find online), a set of markers (one for each player), and a die. Players roll the die to see who goes first. First person takes a card, says the word correctly in the TL, and moves the number of dots that were on the die. If the player misses, he or she stays on the same space.
- **Memory:** Students lay out a number of cards on a desk, and then all but one close their eyes. The one left removes a card and then instructs them to open their eyes. The student who correctly identifies the missing one keeps that card, replacing it with another, and is the one who removes a card in the next round. [CCSS: RL1, 2, 3; ACTFL: Interpretive, Novice High; DOK 1]
- **Big Memory:** Give each group a bag of flashcards. The first student takes a card from the bag and names it in the TL, passing the bag if correct; if wrong, the student pulls another card until he or she gets one correct. The second student pulls a card, naming the first person’s card and then the new card, and so on, until all the cards are gone. There can be duplicates in the bag for larger groups.
- **Human Sentences:** Students hold up flashcards and stand in order to make a logical “human sentences”. [CCSS: RL1, 2 and L1, 2, 3; ACTFL: Presentational, Novice High; DOK 2]
- **Heads Down, Thumbs Up:** Six students stand at the front of the class, each with a different flashcard. The rest of the students put their heads down and their thumbs up. The six flashcard students go around the class, and each touches the thumb of one student before

returning to the front. The students whose thumbs were touched guess who touched them, by saying the flashcard that student is holding.

- **Claque-Claque (or Pega-Pega):** Teams of three have two sets of flashcards on a desk, picture side up. Teacher calls out a word or clue, and all three try to slap the card (but only two can). Successful students keep the card to count as a point. Note: Students can only use one hand and must not hover over the desk. Any student arguing will not get a card. Don't call the last one or two cards as it gets too crazy/wild. For a final "sudden death" round, use only one deck.
- **Hot or Cold:** While one student is in the hall, the other students choose a card to hide in the room and then invite him or her back in. The class has to chant the word or phrase, focusing on pronunciation. Students chant louder when the student gets closer to the flashcard, and quieter if the student gets farther away, until the card is located.



Pronunciation Skills

Too often we leave students to figure out the pronunciation rules of a language for themselves. I like to incorporate a short unit at the first-year level, starting on day one, when students choose names. On that day, I teach that the letter *a* sounds like "ah" and *i* sounds like "ee". (The *i* rule would not be true for German, of course; perhaps German teachers would focus on the long *a*/short *a* rule to start with.) We then read through the lists of names, pronouncing them, and notice that there are no exceptions to this rule. On day two, as the students enter, their first activity is to read the list of words on the board. These are words we use in English but are from the target language (in my case, French) and maintain the pronunciation rule taught the day before:

garage visa Adidas chalet fiancé

Spanish teachers might use:

patio adios taco piñata amigo

We would then try practicing some other words that have *a*'s and *i*'s in them, but which are not used in English.

Every day I introduce two or three more sounds, and we practice pronouncing unfamiliar words with those sounds in them until the students know the pronunciation rules. I tell the students that they must be able to pronounce unfamiliar words if they want to ask about them: for example, ordering in a restaurant, asking for directions when lost, asking for a ticket to the movies at a multiplex. Then, the next few days, I set up short classroom simulations where they need to do just that. Of course, I, as the French person, don't understand them until they can correctly pronounce the word they need. [CCSS: SL1, 3, 4, 6; ACTFL: Presentational, Novice Low; DOK 1]

To forestall complaints that the TL is “funny” or “stupid”, I like to share the essays by Richard Lederer (easy to find on the Internet) called “English Is a Crazy Language I” and “English Is a Crazy Language II”, as well as my own experiences teaching English in France as a world language.

- Give your students a copy of the Pledge of Allegiance in the target language (see Figure 3.1), but take out all the vowels. Say the Pledge

Figure 3.1 The Pledge of Allegiance

En Español:

“Yo prometo la lealtad a la bandera de los Estados Unidos de América, y a la Republica que representa, una Nación bajo Dios, indivisible, con libertad y justicia para todos”.

Auf Deutsch:

“Ich gelobe Treue auf die Fahne der Vereinigten Staaten von Amerika, auf die Republik, die eine Nation unter Gott ist, vereinigt durch Freiheit und Gerechtigkeit für alle”.

En français:

“Je prête serment au drapeau des États-Unis d’Amérique et à la République qu’il représente, une nation sous Dieu, indivisible, avec de la liberté et de la justice pour tous”.

In Latin:

Fidem meam obligo vexillo Civitatum Americae Foederatarum et Rei Publicae, pro qua stat, uni nationi, Deo ducente, non dividendae, cum libertate justitiaque omnibus.

for them, having them fill in the vowels. It is fun to see their faces light up as they begin to recognize what it is. When they are done, have them say it with you. Begin class with it at least once a week. Have them memorize it for extra credit. Follow this up with any poems or other short sayings. Some private schools have students learn the Lord’s Prayer. All can be found on the Internet. [CCSS: SL4, L1; ACTFL: Presentational, Novice Mid; DOK 1]

- Teach pronunciations through songs. [CCSS: SL4, L1; ACTFL: Presentational, Novice Low; DOK 1] Find a song and play it for them. Then, teach the words little by little. The ideal song is one that starts slow and then gets fast. Students will be so proud of themselves when they learn to sing it. Then, and only then, show them the words in written form. They will immediately notice that some words are not spelled like they thought they would be and will internalize some valuable pronunciation rules. See Chapter 2 under musical intelligence, also.



Dictionary Skills

When I was in middle school, we would all get a dictionary, and the teacher would call out a word, and we would compete to see who could find it fastest, holding the open book up in the air to be checked. [CCSS: SL1, 3, 4, 6 and L1; ACTFL: Presentational, Novice Low; DOK 1] With online dictionaries, teachers need to use different ways to practice.

In teaching basic dictionary usage, I go over standard abbreviations from the dictionary, for example, vt: transitive verb—I tell them just to know that v stands for verb. We also practice the abbreviations n., m. and masc., f. and fem., adj., pl., pret., and any others we will soon need. Then we look up some words like “fly” (an action, an insect, or part of a pair of jeans, among its uses) or “fork”, which can be something you use to pitch hay or eat with (nouns) or an action people do or roads do (verbs). We look up words like “gun”, whose listed translations will range from a cannon to a handgun.

We also learn how to double-check all words before we use them by not just looking in the English-to-French portion but checking the one we decide to use in the French-to-English portion.

The activity in Figure 3.2 teaches students to look for synonyms. [CCSS: RL1, 3, 4, 6, L2; ACTFL: Interpretive, Novice Low; DOK 2] This worksheet is usually followed by a writing assignment such as to tell me what they “got” for Christmas or to list items they will “get” for their family.

- For written work, circle in pencil all incorrect word choices students have made using the dictionary, and mark with a *D*. Give them a second chance to get the right word before counting it wrong. Students forced to do this will be more careful in their future dictionary use, as it causes them extra work. [CCSS: L1, 2, 3, 6; ACTFL: Interpretive, Novice Mid; DOK 1]
- Have students make unusual nametags. [CCSS: RL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Low; DOK 2] First, they write their name downward. Then, they use a dictionary to find an adjective that uses each letter and add that. For example, Marc would write:

Magnifique
Aimable
aRtistique
Charmant



Figure 3.2 Dictionary work: “Get is not a real word”

Translate each of the following sentences by looking up NOT the word in quotation marks, but another word that you could substitute in place of it (a synonym) and which would have the same meaning.

1. I want to “get” a job.
2. I need to “get” up earlier.
3. I study to “get” ahead in school.
4. My classmates “get” together after school.
5. Tomorrow I “get” a new car.
6. My brother said he would “get” me for that prank.
7. My sister has the ability to “get” on my nerves.
8. You need to “get” out your homework now.
9. I “get” to go to a party tonight.
10. We “get” into trouble sometimes.
11. I’m going to “order” a pizza.
12. I put my books in alphabetical “order”.
13. The teacher gave an “order” to line up.
14. He “found” a wallet on the sidewalk.

Your students will learn a lot of new vocabulary that day.

- Have your students start a “Dictionary” portion of their notebook, where they write words they had to look up, the sentence the words were found in, and an original sentence using the word. Writing them a second time, in context, and taking a little class time to review them (we often do this after a test, while slower students are still finishing), seem to be helpful.

Require a certain number of words each grading period. This will also help you see words that many of them need to learn or review, providing useful feedback for future classes. This is a great follow-up after FVR (free voluntary reading) time.



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4

Celebrations

Celebrating holidays, birthdays, and other events according to the culture of the language you teach is one of the most enjoyable activities in the world language classroom and often one the students remember best and comment on most. This chapter gives you some ideas and resources for organizing your own celebrations. I list these in the order they occur during the school year. Note: All websites mentioned were accessible in February 2022.

First, though, let's look at a few activities that could be done for *any* holiday.

Twitter/Instagram Search

One of my absolute favorite authentic-resource activities for any holiday is to do a Twitter (words and pictures) or Instagram (photos) search with a hashtag and the name of the holiday. You will find pictures, descriptions, and more, many in the target language (TL). These can be copied and pasted and used for reading and up-to-date info on how people in the TL countries celebrate the holidays. I like to do this in a

CCSS: RL1, 7; ACTFL:
Interpersonal and
Presentational, all
levels; DOK 1

Gallery Walk format, with pictures or articles or postings placed around the room for students to circulate to, read, and react to (rate them, ask or answer a question, etc.). There are always lots of postings. We most recently looked at ways to celebrate Epiphany in a variety of countries.

CCSS: SL1 and L2; ACTFL:
Interpersonal, Novice;
DOK 1

Bingo

Give the students an empty Bingo grid, having them fill in vocabulary typical for that holiday or paste or draw pictures of typical holiday items in the grid for Picture Bingo, and play Bingo. Free Bingo card-making sites are easy to find on the Internet (see Chapter 3). See also: Strip Bingo in Chapter 2 in the CI section.

Free Bingo card-making sites are easy to find on the Internet (see Chapter 3). See also: Strip Bingo in Chapter 2 in the CI section.

CCSS: W1 and L2;
ACTFL: Presentational, Novice Mid to High; DOK 1 if list, 2 if creative]
This only becomes active learning if presented as a Gallery Walk.

Poetry

Have students write poems about the look or emotions of the holiday, or simply have them write a “listing poem” with the first letter of each line spelling out the name of the holiday, such as “Weinachten”.

CCSS: RL1; ACTFL:
Interpretive, Novice
Mid; DOK 1

Dominoes

Free domino-making apps are easy to find online; dominos should be a mix of pictures and vocabulary in the TL. Print on cardstock, laminate, and play.

See also: Textivate in Chapter 7 on technology use, an alternative to dominoes.

Mad-Libs

These are short stories (a ghost story, a description of how a holiday is celebrated, the history of a holiday tradition, or similar topics) in the target language with key words omitted and blanks inserted. Each blank has a

description such as: “plural noun”, “verb in the future tense”, “a boy’s name”, and so on. Have the students choose words for each blank and then provide the story. The results can be hilarious! It also practices awareness of parts of speech, verb endings, and so on. See New Year’s for an example of this. As students volunteer to share answers, this becomes active learning.

CCSS: RL4, W3, L2;
ACTFL: Interpersonal, Novice Low;
DOK 1

Venn Diagrams

Have students do Venn diagrams (two interlocking shapes, usually circles, but for Halloween it could be pumpkins, for Valentine’s, hearts, etc.). Using these, they compare and contrast the American way of celebrating with the TL country way; customs both have in common go in the center area where the shapes overlap. This could be done in English or in the target language.

CCSS: SL1 and L2;
ACTFL: Presentational and possibly Interpersonal, Novice Mid; DOK 1

Video Skits

Have students record a skit of something that could take place on the holiday: a tradition, how to make a food, a song to sing, decorations, and so on. If shy, instead of a skit they could make a Powtoon or Animoto, but that’s much less active. See section on Christmas for another skit idea.

Internet Sources

Sites for most major holidays with a variety of traditions and activities are a good starting place:

French: www.teteamodeler.com/dossier/fete.asp or <http://fr.hellokids.com> and

Marie Ponterio’s French page: <http://web.cortland.edu/flteach/civ/fetes/fetes.htm>

Spanish: www.guiainfantil.com/ or <http://es.hellokids.com>

German: <http://de.hellokids.com/>

Youtube.com is also full of great holiday videos (songs, stories, etc.).

There are many great TL country sites designed for children. My students have decorated Halloween pumpkins on a Canadian site, looked at masks for Mardi Gras, and watched live parades for various holidays. Online newscasts or tweets and Instagram posts (search with a hashtag and the name of the holiday) in the target language on the Internet will yield many items for advanced classes to read and discuss.

For a list of world holidays, a good starting point is <https://web-holidays.com/>. If you're not sure what holidays your target countries celebrate or want to look up some of the more obscure ones, try this website, www.lonelyplanet.com/places, and then do a search for holidays in the country you want to know about.

Note: If these contain reading/writing/listening, I'll list the CCSS and ACTFL standards, but many are just forms of celebrations, and those standards don't mention culture specifically.

August

Independence Days

Many countries have their independence days during August: Switzerland and Benin (Aug. 1), Niger (Aug. 3), Burkina Faso (Aug. 5), Bolivia (Aug. 6), Cote d'Ivoire (Aug. 7), Singapore (Aug. 9), Ecuador (Aug. 10), Chad (Aug. 11), Central African Republic (Aug. 13), Pakistan (Aug. 14), India (Aug. 15), North and South Korea and the Republic of Congo (Aug. 15), Gabon and Indonesia (Aug. 17), Estonia (Aug. 20), Ukraine (Aug. 24), Uruguay (Aug. 25), Moldova (Aug. 27), and Kyrgyzstan and Malaysia (Aug. 31). Do a Google search for videos or traditions to share about the country of your choice. Have students color the nation's flag or decorate (and eat) a cookie in the nation's colors.

Back to School

Okay, not a holiday but there are many fun, active-learning things to do those first days instead of going over rules and expectations and filling out forms, etc.

Back to School, a Cultural Take

The first day of school is celebrated in many TL countries. In most, new clothing, shoes, and school supplies are purchased (so this could be good to talk about, especially if you can find fun videos, such as commercials from YouTube), and of course, pictures are taken by families who often accompany their children to school, but some countries also have interesting traditions. Here are some you could actually do in your classroom:

- In Germany, kids starting first grade receive a large, colorful paper cone (*schuletüte*) filled with school supplies and candy “making clear that a student’s status is changing”. So, for freshmen or any age in a new school, this could be fun to do (and cultural).
- Similarly, Japan gives most students a backpack (*randozeru*) on the first day to symbolize a new beginning or renewal. Give students a drawing of a backpack, have them draw what goes into it, and start teaching basic vocabulary right away.
- Saudi Arabia has several days of celebrations with food and activities where students socialize (think team building). Look up some team-building activities and do those.
- The first day of school is a nationwide celebration in Vietnam, with students giving a performance for their parents who come to pick them up at the end of the first day.
- In Russia, students give the teacher flowers and receive a balloon in return. Girls traditionally wear white ribbons in their hair or fastened to their clothes, and the youngest girl rings a bell on the first day.

Passports/Getting to know Students and as a Hall Pass

A particularly good activity I have implemented in my classroom for many years now is to issue every student a passport on the first day of class. For beginning students, fill in name, address, and telephone number the first day, and add to the passport (age, hair color, nationality, etc.) as that material is covered in class. For second-year students, this is a good review. Make sure their passport includes several items not covered in the first year, such as their class schedule, hobbies, or favorite food. Upper-level students will fill it in quickly as a review. You may use a form you have created or allow students to create their own.

On the second day of class, I pose as a customs inspector, and students must enter “France” (my classroom) and get an entry stamp. After that, I tell them we are in France and must speak French and do as the French do. This clearly demonstrates my expectation that they will

speak in the target language, as well as setting a classroom atmosphere of “another world”.

Once the passport is filled out, it is still useful as a conversational tool in the classroom. Have students ask each other about the basics on the passport and also additional topics, such as, “Where have you traveled? With whom? Where would you like to travel and why?” Our passports are also used for simulations of real-life experiences such as checking into a hotel, getting a visa, picking up mail, paying for merchandise, cashing a check, seeking employment, and so on.

My passports also have five spaces on them and serve as the student’s hall pass (with permission from my principal). After asking me (in the target language) if they may leave, and stating the purpose, they must stamp the passport as if they were leaving the country. A student without a passport may not leave, and each passport is worth five bonus points at the end of the semester if unstamped. Students therefore carefully evaluate how often they need to leave the classroom. I also make tardy students stamp their passport to enter.

Reggie Thomson also uses a passport with his elementary classes in Japanese, ages 8 to 12. He has given me permission to list here his Internet site where an eight-page document and full details can be found: <http://reggie.net/teaching/passport.htm>. It is not only a passport, but the students record daily participation points on them, keep records of grades received, and so on.

Team Building and Class Rules

Ask them to think of rules that the class should have, for example, “We will have fun”, “We will be creative/respectful of others”, and so on. Use Think/Pair/Share to list the suggestions on the board, combining or condensing and discussing them as needed. Have the class vote on their three favorites, and then have them rank these in order of importance. This is good on several levels. You and they will be communicating expectations for the class. Students will feel the rules are theirs, rather than imposed upon them. They will also understand the rules better and be more likely to follow them. Also, brain research says that three is the best number of rules to have in terms of remembering them.

If you want, use the same technique to have the class suggest rewards for following these rules, as well as consequences for not following them. It is time well spent to learn what motivates them.

Partner Sign-Up Icebreaker

When using active learning in the classroom, a lot of time can be wasted trying to find a partner, and often the same students end up working

together over and over (and students usually choose others of the same ability level). To avoid all this, try one of the following pairing activities:

- For level-one classes: Use several small clocks or one large one (There are many versions available online for free, such as the ones at <http://clipart-library.com/free-clock-buddies-template-printable.html>. We learn how to say “me”, “you”, and “partner”, plus “What’s your name?”, in the TL, and I have them find a different partner for each hour of the clock. Give students about five minutes to find partners (I call them *rendezvous* in French). When a partnership is agreed upon, each will tell (or write) his or her name in the appropriate time on the other person’s paper. When a student’s sheet is full, he or she may sit down. Then, all you have to do is call out a time, and they know whom to go to.

CCSS: SL1, 4; ACTFL:
Interpersonal,
Novice Low, DOK 1
- Partner maps or lists: These are a good review for upper-level classes. Copy a map, either of a country or city that speaks your target language. Students again choose partners, writing their partner’s name next to a city (if a country map) or a monument or site if it’s a city map. Then, all you have to do is say “Madrid” or “Ringstrasse” and they know who their partner is. As a sponge (and review), have them go over all they can remember about that place as they move to sit with their partner. This could also be done with vocabulary (i.e., foods or sports), a list of famous TL personalities and pictures, etc.

CCSS: SL1, 4; ACTFL:
Presentational,
Novice Mid, DOK 1

A few things to think about: I try to have fewer sign-up opportunities than students in the class (remember, they cannot sign up with themselves!), especially because not everyone wants to work with everyone in the class. This allows them to skip some they don’t get along with or who might seem intimidating. Also, if there are an uneven number of students, there will be someone for every number who does not have a partner; it is easy to make a group of three or have them be your partner, or perhaps on the day you use that number, someone else will be absent and their partner needs a partner, so don’t worry about that. Just set a time limit to get sign-ups and then go on with something else! If there are students absent on sign-up day, don’t forget to make them a sign-up sheet.

Finally, I like to encourage students to not lose their sheets by giving a couple bonus points on the midterm or final for those who still have theirs. But, if one sheet is lost, remember the other partner can always find the one who lost their sheet.

Textbook Scavenger Hunt

Give students a list of things to find (I usually do this as a partner activity and as a speed race) which will show them what the text offers, such as:

- Describe what is on page (x). Show them where there are maps, grammar rules, or an appendix that is useful.
- What photo do you like best on page (y) and why? (Discover student interests!).
- Which objective for Lesson 1 interests you the most? (Again, student interest.)
- What does (vocab word) mean in English? Show them where the dictionary or glossary is.
- In what chapter will I find (x)? Show students an overview of what you'll be doing to get them excited about your class, as well as get to know the table of contents so they can find things easily on their own.

Syllabus or Class Procedures Think/Pair/Share

Give students your syllabus with grading policies, attendance expectations, etc. and have each think of at least two “quiz questions” about something important on that sheet. Then pair them and have them ask their questions of each other. Then, each pair selects each member's best question, and then match pairs for groups of four. The four ask their questions of each other and select a best question from their group. Then as a whole class, each group asks their question of the class. If topics you want to discuss are not covered by these questions, then you can ask a question or two, also, of course.

Culture Survey: Find Someone Who . . .

Give students a sheet of items about your language and have them stand and circulate to find classmates who know the answer and who then will initial their paper. When the paper is full, they may come to you for a prize or just sit down. Examples of things to include are: how to say yes in the TL; knows who (famous TL person) is; has been to another country; speaks a language other than English; can sing a song in the TL; has eaten (TL food); owns an item made in TL country. Then, debrief by providing answers: watch a video about the famous person,

learn a song, show TL country products commonly found in your country, etc.

General Interest Think/Pair/Share

See Chapter 2 for the rules if you are unfamiliar with this popular activity. Ask questions like: “Why did you take this class?” and “What would you most like to learn this year?” Use “Sit down if that was your answer, too” for this short activity that will both help you get to know your students and help them see things they have in common with each other.

September

National Hispanic Month

In the US this is in September. Contact a local Hispanic group and see if they have someone who could come share the culture via a talk, slides, dance, food, etc.

September 5: Día De Los Niños Héros (Mexico)

This is a day to read/learn about child heroes or tell about something brave each student did. Ask your media center specialist for help finding a book about a child hero.

A great site from Spain is www.wincalendar.com/es/Dia-de-los-Ninos-Heroes

September 16: Mexican Independence Day

This holiday is a good excuse to learn a bit about the history of that country. On the Internet, there’s a great site which tells the story of independence in Spanish and has lovely illustrations of Padre Hidalgo, Juan Diego, etc. at this address: www.mexicodesconocido.com.mx/la-independencia-de-mexico-1810-1821.html.

Les Vendanges: Dates Vary According to Region

In France, many high school and college kids pick up a little extra spending money right before school begins by working the grape harvest: www.reussirmavie.net/Faire-les-vendanges-ou-et-quand_a206.html

Sip some grape juice and surf the Internet to festivals in Quebec, www.saq.com/fr/contenu/inspiration/reportages/vendanges-quebec, Paris, www.fetedesvendangesdemontmartre.com/, Belgium, <http://france3-regions.francetvinfo.fr/grand-est/vendanges-au-tour-belges-1103783.html>, and other TL countries, including Spain and Italy—any place known for its wine will have a harvest festival.

October

World Teacher Day: October 5

Why not assign a teaching activity or an activity that has students remember good teachers they have learned from?

Columbus Day (US): First Monday in October

Make cupcakes and decorate them with toothpick masts with paper sails attached and the names of Columbus's ships; eat them, sell them as a fundraiser, or give them to the other teachers for some positive PR for your subject area. Here are some Internet sites with information about Columbus' life (and there are good videos on YouTube):

www.ibiblio.org/expo/1492.exhibit/Intro.html with information in English

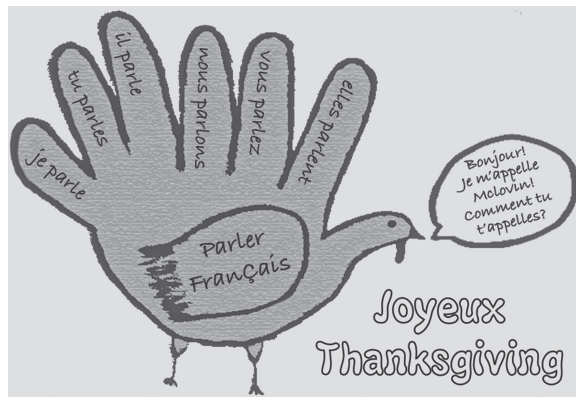
www.educapeques.com/lectura-para-ninos/momentos-de-la-historia-el-descubrimiento-de-america.html in Spanish

CCSS: W2 and L2;
ACTFL: Presentational, Novice Mid, DOK 1

Thanksgiving in Canada (action de grace): Second Monday in October

Canada has celebrated Thanksgiving since 43 years before the Pilgrims landed in Massachusetts. They celebrate it much like in the US: turkey, football, and family time. Have your students make a “verb

turkey”—like a hand turkey you make in kindergarten, but give each student a different verb and have them write its forms on the finger part of the turkey, the infinitive on the body, and make the turkey do something in the drawing to show the verb's meaning.



Make a Difference Day (US): Fourth Saturday in October

This sounds like an interesting possibility for community service–based projects. See Chapter 2 under interpersonal intelligence for some ideas on types of projects to do. A video about this day, in Spanish, on the Internet: www.youtube.com/watch?v=t8pL4JHMLj4.

Oktoberfest (Germany): End of October

This German festival typically features copious amounts of beer and *Gemütlichkeit*. Although the beverage won't be possible in a school situation, the songs and traditional dances and clothing are possible.

- Use two squares of cloth and two strips of ribbon to fashion the traditional Lederhosen suspenders or the dirndl bib and use safety pins to dress the class.
- Learn traditional songs such as “Du, du liegst mir im Herzen” or the “Schnitzelbank” song.
- Dance the Chicken Dance. The kids will love it!
- Make your own pretzels.
- Have a “coaster flip” competition (with real German beer coasters if possible). Find rules at: www.coasterfactory.com/blog/19-A-COASTER_BY_ANY_OTHER_GAME and videos on YouTube.
- On a more serious note, this is also a good time to study Munich via a movie, text, slides, or filmstrip.
- There are sure to be several Oktoberfest sites on the Internet but be very careful to preview them before turning your class loose as there may be inappropriate pictures (due to the connection with drinking and the behaviors drinking occasions for this holiday).

Halloween: October 31

- Give students a list of Halloween vocabulary, which they look up and include in a “scary” rebus story (a story made up of pictures connected by words—for example, instead of writing the word “pumpkin”, they draw one). Then groups take turns reading these to each other.
- Have students create a witch’s brew recipe from icky ingredients (spiders, etc.)

CCSS: RL1, W2, and L2;
ACTFL: Presentational, Novice Mid to High; DOK 2

CCSS: RL1, W2, and L2;
ACTFL: Presentational, Novice High to Intermediate Low; DOK 2

CCSS: RL1, W2, 3, and L2; ACTFL: Presentational, Intermediate Mid (read with feeling) to High; DOK 3

CCSS: SL1, 4, L1; ACTFL: Presentational, Novice Mid; DOK 1

CCSS: SL1, 4, L1; ACTFL: Presentational, Novice Mid; DOK 1

- Have upper-level students write or read scary stories.
- Have lower-level students draw monster faces.
- Translate a children's poem, like "Three Little Pumpkins": "Three little pumpkins, sitting on a gate. The first one said, 'Oh, my, it's getting late . . .'" Check the local library or see an elementary school teacher for some ideas. If they have actions that go with them, it's even better. For Spanish, why not teach the students some sayings involving *calabazas* (pumpkins), like: *Calabaza, calabaza, cada uno a su casa* or *Que te pasa, calabaza?/Nada nada, limonada!*
- Even my high school students like doing the "Eensy Weensy Spider" in French—in Spanish, "La Araña Pequeñita"—not really Halloween, but spiders are scary!
- For French teachers, Canada's <http://jeu.infohristmasn.htm> website has Halloween games for French children (good for elementary level and up). Halloween is spreading to France. Reports of costume parties and town-organized dances are becoming more and more common, with pumpkins for sale in supermarkets and a few decorations for sale. A good article in English about this may be found on the Internet at: www.frenchtoday.com/bloghristmasn-in-france-toussaint and a resource sheet maintained by a group of French teachers is at: https://docs.google.com/document/d/1zYlxA15d10Ni0L-SW9sJuGsNT0oAhUiF6iLmsx_l16Q/edit.

CCSS: RL1, 7, W7, SL1, 4, L1 and L2; ACTFL: Interpretive, Novice High; DOK 2

November

All Saints Day (La Toussaint/Die Allerheiligen): November 1

This is usually a day for family to visit graves and weed and decorate them. They also get together and share fond memories of the departed. A variation for the classroom could be to give each student the name of a famous dead person, and they have to

research and then “reminisce” about that person, what they did, etc. (see Dia de los Muertos following for similar activities). An interesting variation is for every student, after research, to write one fairly easy question about that person and have them prepare a tombstone with the person’s name, birth and death dates, and the question. Turn off all the lights, play some somber music by a French/German composer, and have the students do a “Roam around the Room”, answering the questions about each person as best they can, on a worksheet provided. Reward the student who gets the most answers correct. This is even more fun when done with the lights off, using flashlights (or the one on their cell phones).

Dia De Los Muertos (Mexico): November 2

The Day of the Dead is one of the quintessential Mexican holidays, and many teachers enjoy celebrating this. Emphasize that in most countries, it is just a day to go to the cemetery and *limpiar las tumbas*. The Mexican celebration is not a universal Hispanic celebration.

- For this holiday, there are several traditional foods: sugar skulls and skeletons, made of a sugar paste put into molds and decorated (you could use chocolate or Rice Krispies in the same molds—not as authentic, but easier), and also pan de muerto, or Dead Bread.

Recipe for Sugar Skulls

Ingredients for Dough

1 tablespoon powdered egg white (available at health food stores and supermarkets)
 1/4 cup water
 1 1/2 teaspoons vanilla extract
 8 cups powdered sugar
 2 cups cornstarch

Ingredients for Royal Icing

1/2 teaspoon powdered egg white
 3 tablespoons water
 1 1/2 cups powdered sugar
 3 drops red food coloring
 2 drops cinnamon extract
 3 drops blue food coloring
 2 drops peppermint extract

Preparation: To prepare the dough, mix powdered egg white and water together until foamy. Add vanilla extract and powdered sugar. With a spoon, and then by hand, mix until a firm dough forms. Dust a jelly roll pan with 1 cup cornstarch. Knead sugar dough in cornstarch for a few minutes until it becomes smooth and pliable. Roll the dough into a log shape. Wrap it in plastic and refrigerate it until chilled. I also pack some small plastic knives for cutting it in class. Cut into pieces about the size

of a small fist. Use more cornstarch to prevent sticking, if needed. You can make a flat cookie-like version that looks like a skull, or mold around tennis ball-sized Styrofoam balls, available at any crafts store. Scoop out eye and nose areas with a blunt knife or a toothpick. Skulls traditionally have lots of big teeth, so draw them on with a toothpick.

These are generally dry in one day, but allow two to be sure.

To prepare the royal icing, beat powdered egg white and water together until foamy. Add powdered sugar and beat until smooth. Divide mixture into two small bowls. Add red food coloring and cinnamon extract to one and blue food coloring and peppermint extract to the other. Mix to blend the colors in each bowl.

Fill two pastry bags with icing mixtures. Decorate skulls with icing. Allow objects to dry. Weather conditions affect drying times. Objects may take anywhere from several hours to 48 hours to fully dry. Makes about 8 sugar skulls.

- Decorations usually include papier-mâché skulls and skeletons, marigolds (the traditional flower), and a traditional altar (*ofrenda*). The *ofrenda* must contain the following:
 - Picture of the famous person
 - Arch done in marigolds or tissue paper flowers on a chicken wire frame (the scent of marigolds is supposed to help the souls of the dead find their way back to the living)
 - Sugar skulls (use recipe prior or substitute shaped Rice Krispy treats); these often have the names of friends written on them and are traded like we do valentines
 - Pan de muerto (a sweet, anise-flavored bread—for a recipe, lesson plans, and other activities, go to this Internet site: <https://spanishplans.org/2011/10/26/dia-de-los-muertos/>)
 - Glass of water (for the dead to drink)
 - Candles (to light the way back to the land of the living)
 - Tablecloth
 - Table with shelves (a card table with boxes on it will work when covered with the tablecloth)
 - Fresh fruit such as apples or oranges
 - Nuts
 - Items associated with the deceased or that the deceased would have liked

- Create your own cemetery. Have students select a famous dead Mexican or Spanish person and create a self-standing *lapida* and mini-*ofrenda* to place around it. The tombstone can be made from a shoebox, with biographical information written or painted on the bottom, and a stone or something placed to help it stand upright. Have “DIP” (*descanse en paz*) on the top of each. Electric or battery-powered candles add a nice touch. Have a snack among the “graves”, or have lunch there, like they do in Mexico, while students explain the items in the mini-*ofrenda* or talk about their famous dead person.
- Make the *ofrenda* you would like to be made for yourself; invent a future for yourself, and place items on the *ofrenda* that would be fitting for that person.
- Crafts to do could include making papier-maché flowered skulls, tin art, tissue paper flowers (marigolds), or a clay censer (for incense). *Papel picado*, or paper cutting, is also a traditional craft:
 - Using two to three sheets of tissue paper (some use the same color, but they may use up to three different colors), line up the edges so they are fairly even and then staple together two bottom corners which will eventually be cut off.
 - Do this separately for each piece of tissue paper used: Fold over the top edge about 1/2 to 3/4 of an inch. Place a long piece of yarn inside the fold. The yarn should stick out of both ends by at least three to four inches. Tape or staple the fold to the “back side” of the project (three pieces of tissue = three folds and three pieces of yarn).
 - Using straight pins or tape, fasten the tissue paper (back side down) to a piece of cardboard.
 - Have students draw the design they want on another sheet of paper for practice and cut it out. This way the student will know if there are any problems with “holes” or whatever before using the tissue. Change the design as needed. Then copy it onto the tissue paper.
 - Using an X-Acto knife or scissors, cut out the design. Remove from cardboard.
 - Tie pieces of yarn together and string up around the room.

CCSS: RL1, 7, W7, SL1, 4, L1 and L2; ACTFL: Presentational, Intermediate Low to Mid; DOK 2

CCSS: SL1, 4, L1 and L2; ACTFL: Presentational, Novice High; DOK 2

An alternate way to cut out designs is to fold the tissue accordion-style three to six times (three to four is best) and cut out the design. There are videos on YouTube to help with this.

CCSS: W2, 3, L2; ACTFL: Presentational, Intermediate Mid to High; DOK 3

- Face painting is also a popular thing to do; skeleton faces are the most popular.
- Writing activities should include writing *Calaveras* (poems) that take a light-hearted view of death. Write *Calaveras en Verso* about a celebrity or teacher at school. Illustrate them and then display them in the classroom. At the end of the unit, wear black (as though going to a funeral), or have a costume party with the kids as famous historical Mexicans.
- A great film short: www.pbs.org/video/film-school-shorts-program-dia-de-los-muertos-film-school-shorts/.
- An explanation in English: www.pbs.org/video/byyou-diversity-dia-de-los-muertos-celebration/.
- There are a number of great children's books (many bilingual) on this holiday that can be found online (Amazon.com and other sites).

Remembrance Day/Armistice Day: November 11

Remembrance Day commemorates the armistice signed between the Allies for the cessation of hostilities on the Western Front during World War I, at eleven o'clock—the “eleventh hour of the eleventh day of the eleventh month”. Armistice Day is one of the most important military celebrations in France, since it was a major French victory and the French paid a heavy price in blood to achieve it. In the US and Canada, we use poppies in remembrance, inspired by the bilingual (French/English) poem by the Canadian Major John MacRae (“In Flanders fields where poppies grow . . .”) which is well worth reading in both languages.

In France the blue cornflower (*Bleuet de France*) is used symbolically rather than the poppy, in honor of the change from red to blue uniforms for the French troops during that war, so my classes make them, out of blue felt with a little yellow, white, or some black beads in the center, and wear them, telling the holiday's story to others.

La Sainte Catherine: November 24

November 24 is, in France and Canada, the celebration of Sainte Catherine, the patron saint of unmarried ladies. On this day, single females over the age of 24 make huge, silly green and yellow hats and wear them to advertise that they are “available”. Some websites to check for more information on this unusual holiday are: (in French) www.linternaute.com.



com/actualite/societe/1179562-sainte-catherine-2017-a-quelle-date-fete-t-on-cette-tradition/or (in English): <https://vanessafrance.wordpress.com/2013/11/25/saint-catherines-day-customs/>.

The traditional food is taffy, or *tire*: see recipe at: www.food.com/recipe/tire-de-la-ste-catherine-429302.

December

St. Nicolas Day (Germany, France): December 6

- Have students put one of their shoes outside the room and ask one of the staff to put some candy in each shoe. While they are doing this, introduce Christmas carols as an activity, or decorate the classroom.
- A French tradition my students like is to pour a thin layer of lentils or wheat in a dish and water them. In a few days, they sprout. Traditionally, these young green plants are part of the holiday table, symbolizing the coming of life in the middle of the cold winter. My students get to water and watch them grow, and we even have a contest to see which class's planting gets the tallest.
- My students are also fascinated with St. Nicolas's alter ego/companion, Krampus, in Germany (<https://news.nationalgeographic.com/>

news/2013/12/131217-krampus-christmas-santa-devil/), who gives bad children sticks to beat them with. The French version, Pere Fouettard, is not as demonic but still a bit scary: www.youtube.com/watch?v=rQP7PsFq_LA St. Nicolas et Pere Fouettard dans les maternelles 2011 (you can also hear the kids sing a traditional song to St. Nicolas).

CCSS: RL1, 7, W7, SL1, 4, L1 and L2; ACTFL: Presentational, Novice High to Intermediate Low; DOK 3

Christmas: December 25

How to say “Merry Christmas” in hundreds of languages: <https://omniglot.com/language/phraseshristmass.htm>.

Why not have students write a skit based on the “Twelve Days of Christmas” song? You could be very traditional or do school-based items (12 thumbtacks, 11 rubber bands, 10 hall passes, 9 detentions, and so on). This could be done live, or as a video, a Power Point, a storyboard, or some other visual presentation. These can really be fun.

Noël (Francophone Countries)

The traditional dessert is a cake called a *bûche de Noel*. There are many good recipes for this online, including some calling it a Yule log. Some interesting sites for more on this holiday:

- Noel in France and Canada: www.culture.gouv.fr/culture/noel/angl/noel.htm.
- Noël in Provence with its unique traditions (France): [https://frenchmoments.euhristmass-in-provence-noel-en-provence/\(photos included\)](https://frenchmoments.euhristmass-in-provence-noel-en-provence/(photos%20included)).
- Alsace, France calls itself the Capital of Christmas: <https://noel.tourisme-alsace.com/en>.

And there are some great videos on YouTube and France 24 <https://www.france24.com/en/tag/christmas/> as well as Marie Ponterio’s culture site <http://web.cortland.edu/flteach/civ/>.

Navidad

- Make luminaria. The luminaria is the last in a chain of fires that light the way during the Posadas. I have read that originally tree branches were laid out, stacked like a little fence, into a triangle. In the center was a fire. These were placed along the path that Mary and Joseph

would follow (the Posadas).

- Reenact the Posadas. Group the students into “houses” and have them take turns visiting each other’s homes, practicing greetings, exchanging holiday wishes, etc.
- Make piñatas (I suggest assigning this as homework for extra credit or doing it as a club activity outside the classroom) and have the Posadas group carry them. Then break them!

CCSS: SL1, L1; ACTFL:
Presentational/
Interpersonal,
Novice Mid to High;
DOK 2

On the Internet for Navidad:

- A Navidad lesson with other good links: www.ctspanish.com/hristmasshristmass.htm.
- Mexican Christmas Unit: <http://teachers.net/lessons/posts/246.html>.
- Traditional foods galore: www.ibtimes.com/what-nochebuena-all-about-hispanic-christmas-eve-tradition-1763858.
- The unusual Night of the Radishes (Rabanos) celebration in Oaxaca: www.atlasobscura.com/places/night-of-the-radishes-carving-festival.
- Christmas song (villancicos) lyrics: www.guiainfantil.com/servicios/musica/villan/indice.htm.
- And don’t forget YouTube as a wonderful resource.

Weinachten (German)

- Have each student read a German story or fairy tale and rewrite it into a 1990’s version, using a minimum of 15 German words and at least two illustrations in the story.
- Alternate reading and singing carols like “O Tannenbaum” and “Stille Nacht” or “Gloeckchen Kling” (Jingle Bells).
- Make lebkuchen (cookies) or gingerbread (or gingerbread houses) to enjoy.
- Make German paper stars: www.craftideas.info/html/german_star_instructions.html.

CCSS: RL1, 7, W7, SL1,
4, L1 and L2; ACTFL:
Presentational,
Intermediate Mid;
DOK 2

Other Languages

- Japanese Christmas songs (links to video clips): <http://muza-chan.nethrhn/index.php/blogchristmae-christmas-songs>.
- How Christmas is celebrated in Japan, South Korea, Thailand, and Vietnam: www.sbs.com.au/popasia/blog/2014/12/16/how-do-different-asian-countries-celebrate-christmas.
- Christmas in Africa: www.one.org/us/2012/12/17/how-africa-celebrates-christmas-2/.
- Unusual celebrations around the world (KFC in Japan, for example): www.goodhousekeeping.com/holidayshristmass-ideas/g34837704/how-christmas-is-celebrated-around-the-world/.
- Also see: www.whychristmas.com/cultures/.

January

CCSS: SL1, L1; ACTFL: Interpersonal if discussed in small groups, Presentational whole class, Intermediate Low unless heavily supported, i.e., phrase sheet; DOK 3

New Year's Day: January 1

- Have students draw a symbol to represent their lives in this new year. Some examples: an arrow for a change of direction, or a plus sign, a heart, etc. Some draw carrots (go on a diet or eat better) or other interesting things. Give them about five minutes for this and have them discuss and/or explain the symbols and why these were chosen.
- Write resolutions. For my lower-level classes, we have fun doing this as a Mad-Lib-type activity: I ask them for an adjective in their own gender, a number, an object, a family member, a place, something they own, etc. and then we plug those into “resolutions” such as these (written in the target language, of course.)
 1. I am going to try to be more _____ (adjective).
 2. I want to lose _____ kilos.
 3. I am going to buy _____ (object) for my _____ (family member).

CCSS: RL4, W3, L2; ACTFL: Presentational, Novice Mid; DOK 1

4. I am going to visit _____ (place).
5. I am going to paint my _____.

For the class that knows the future tense, I replace “am going” with that tense.

- January is *enero* in Spanish. Have kids match definitions with words that end in *-ero* . . . such as *numero*, *mesero*, *sombrero*, *llavero*, *caballero*, etc.
- Another Spanish tradition is to eat 12 grapes as the clock strikes 12 at midnight on New Year's Eve. Each grape represents one month of the coming year, and eating them brings luck. Why not bring in mini marshmallows (much less perishable and less expensive than grapes) and do a simulation? See: www.foodrepublic.com/2012/12/28/12-grapes-at-midnight-spains-great-new-years-eve-tradition-and-superstition/.

Three Kings Day (La fete des rois/Dia de los Reyes Magos/Epiphany): January 6

Here is a recipe for the southern-style galette, or Kings Cake, of France, which is baked with a small *fève*, traditionally a tiny ceramic statue of a peasant (I purchased some from Etsy, but it is also easy to just use a bean wrapped in tin foil), in it. The person whose piece contains the *fève* is king or queen for the day, gets to wear a paper crown, and students must ask him or her for permission to do things like go to the restroom, etc. I usually give the king or queen choices about what we do on that day, also (but choices between X or Y, not just a “what do you want to do”). The northern-style galette is made with puff pastry and a frangipane (almond) filling; it is easy to find recipes for this type online.

GALETTE DU NORD

2 1/2 cups flour
 1 pinch salt
 2/3 stick butter or oleo
 1 1/2 teaspoon baking powder
 1 cup sugar
 2 eggs
 1 tablespoon almond (or vanilla) extract

Mix all together until the consistency of thick paste or cookie dough. Form into a circular shape, about two fingers thick. Cut top in a diamond pattern and brush with egg, after inserting the *fève*.

Bake 350 degrees for 20 minutes, or until golden. Cool and serve. Serves 20 (small) pieces.

In Mexico, on the night of January 5, children leave a sober, self-critical note assessing whether or not they have been good during the year and listing the gifts they would like in case they were good enough. Here's a free lesson plan for this holiday: <https://commongroundinternational.com/spanish-teachers/tres-reyes-magos/>.

And an Internet site with sample letters to the Reyes Magos: www.euroresidentes.com/navidad/reyes-magos/carta-reyes-magos.htm.

CCSS: W2, L2; ACTFL:
Presentational,
Intermediate Low to
Mid, DOK 3

This would be a wonderful reason for students to do a self-assessment of how they are doing in your class.

Traditional foods on January 6 are *rosca*, a round cake encrusted with dried fruit (there is a small plastic figure of the infant Jesus inside, and whoever gets it must give a party on February 2, *Candelaria*), tamales made of cornmeal, and *atole*, a thick hot chocolate drink made with cornstarch.

Execution of Louis XVI: January 21 (France)

Why not stage a reenactment of the execution? One year, as an interdisciplinary project with the metal and wood shop classes, we researched, designed, and built a small guillotine. Now, on this day, I bring cheese sticks to school, along with decorating supplies (coconut, those small colored sprinkles used on cakes, etc.). Each student has a statement to read such as would have been said at the execution and then decapitates (and eats) the cheese stick.

February

Candlemas (La Chandeleur/Candelaria): February 2

- On this day in Francophone countries, crepes are the traditional food. Here is an explanation in English of both the significance of the ingredients and the preparation of crepes: http://articles.chicagotribune.com/1992-02-27/entertainment/9201180888_1_shrove-pancake-race-crepe-pan.
- There is a poem said on this day (a tradition similar to Groundhog Day in the US): "A la Chandeleur/L'hiver passe ou prend vigueur". People look out the window, and if the weather is good, spring is on its way; if it is bad, there are six more weeks of winter ahead.
- *Candelaria* is not an official holiday, nor is it celebrated everywhere in Mexico, but where it is, a big family dinner of tamales is the tradition. There are some printable coloring pages available online at sites such as www.supercoloring.com/coloring-pages/candlemas for this holiday.

Ya-Ya Matsuri (Japan): Early February

Have students take turns yelling “Ya! Ya!” and looking fearsome, as is the custom. Make some fearsome masks, after studying typical Japanese Noh masks: www.historyofmasks.net/famous-masks/noh-mask/.

St. Valentine’s Day (all countries): February 14

- Get a bag of those candy hearts with sayings on them (Conversation Hearts”). Have each student take one and translate what it says. (I usually tell students to translate the meaning, rather than just word for word. For example, “Honey Bun” should not be translated by the word for honey plus the word for bun.) Have them staple two paper hearts at the top, writing the phrase on the top heart as translated in the TL and the original English version on the one underneath, so others can try their skill at guessing what it means. Post these.
- Make valentines. It is not traditional in many countries to give one to a friend; they are reserved for lovers, so we do not send them to our pen pals. I let students take them home for their mothers, and I send the remainder of our valentines to a home for the elderly in Canada, where they are really appreciated.
- Another fun activity is to do a Venn diagram, with a twist. I have students draw a name from each of two boxes: one has names of famous men, and the other, names of famous women. Using the target language, and a Venn diagram, students then list the characteristics of both, putting the ones they have in common in the center. On the back of the page, I have them write a short statement of whether this “couple” will be a good match and why.
- Make Love Locks, like the fad spreading all over the world that almost destroyed bridges in Paris. I take cardstock in the form of a lock, have students go online to choose a

CCSS: W4, 7 and L2;
ACTFL: Presenta-
tion to write them,
Novice High, and
Interpretive to read
them, Novice Mid to
High; DOK 2

CCSS: W4, 7 and L2;
ACTFL: Presenta-
tional, Novice
High unless pro-
vided with a list of
phrases; DOK 2

CCSS: W1, 2, 4, 7 and
L2; ACTFL: Interme-
diate Low; DOK 2

CCSS: W1, 2, 4, 7 and
L2; ACTFL: Interpre-
tive (reading poem),
Intermediate Low,
then Presentational;
DOK 2



CCSS: W1, 2, 4, 7 and L2; ACTFL: Presentational to write, Intermediate Mid, Interpretive to read; DOK 3

CCSS: W2, 4 and L2; ACTFL: Interpersonal/Interpretive (read)/Presentational (write), Novice Mid; DOK 2

poem or saying about love in the TL, and then we decorate the hall.

- For upper-level students, give pink hearts to each student, and have them write to “Tante/Tia (choose a name in the target language)” who gives advice to the lovelorn. Give prizes for the most creative problems. Then give each heart to a student in a different class to answer, with prizes for the most interesting answers. Staple both the original and the response together for a high-interest bulletin board. Students will love reading these.
- Give students a sheet of paper with the names of all the students in the class, triple spaced. Have them write

the nicest thing about that person—either a compliment or a description of that person’s best qualities. Cut these apart, recopying them to correct the grammar if needed, and give each person “their” envelope on February 14.

- As students enter, they get a card with a name on it. They must walk around to find their “match”: Beauty looks for the Beast, Donald Duck for Daisy, Bert for Ernie, Winnie the Pooh for Tigger, and so

on. When they find their mate, both report to the teacher for the name of a real historical couple in the target language to research and report on (Abelard and Heloise, Don Quixote and Dulcinea, Diego Rivera and Frieda Kahlo, Pierre and Marie Curie, Paris and Helen of Troy, etc.).

- Have students describe themselves, likes and dislikes, favorite activities to do on a date, etc. Also have them choose an alias. Then have the class (or another class) read these and match them up as potential “dates”. Post these matched sets and watch the students eagerly read them.
- I organize into pairs and have my advanced French students go to this website: www.bonjourpoesie.fr/ and select a love poem. On February 14, they present these poems to each other and vote on the best poems. The winners receive a chocolate heart.
- Listen to romantic music, like “Eres tu”, and have students compete to see who can make up the most romantic lyrics (or, for laughs: the “One Semester of Spanish - Love Song”, www.youtube.com/watch?v=ngRq82c8Baw—there’s a French version of it, too).

CCSS: SL1, then W7;
ACTFL: Interpersonal, Novice Low, then Presentational, Novice High to Intermediate Mid; DOK 2

CCSS: W2, 4 and L2;
ACTFL: Presentational, then Interpretive, Novice Mid; DOK 2

CCSS: W2, 4 and L2;
ACTFL: Interpretive, then Presentational, then Interpretive, Novice Mid; DOK 2

Fasching/Carnaval (France, Germany, Mexico, and Spain): February or March

This is a one-week celebration that features costumes, parades, and merrymaking. There are some really good sites on the Internet to investigate masks, watch parades live, and read about the history and traditions. A good site called Le Carnaval de Nice is at: <http://en.nicecarnaval.com/history-and-traditions> (there is a version in French too).

The last day of Carnaval is Mardi Gras: a Tuesday, 40 days before Easter (usually late February).

- Make masks from paper plates. Give each student a paper plate, let them begin in class, but assign the finished masks as homework. New Orleans makes Cajun masks from window screening painted with poster paint, optionally with “jewels” or felt shapes glued on, and with the sharp edges covered with duct tape or fabric and string ties to tie

them on with. These are easy to see through and really transform the face beneath: <http://doodlebugdabblings.blogspot.com/2014/11/cajun-wire-screen-mask.html>. Give prizes for the funniest, most beautiful, most creative, and other categories as needed.

- Have food. Fried foods are traditional Mardi Gras foods. My classes make crepes, eat a few, and sell the rest at lunch time (we use the money earned to fix a big several-course French meal for a new spring holiday). Eggs (hard boiled and served like deviled eggs or baked into a special bread) are also traditional. In Louisiana, gumbo is prepared for this holiday.
- We watch a movie about Mardi Gras, and I give each student a doubloon or a string of Mardi Gras beads purchased from a mail order catalog.
- Have a parade through the school. Use old shoeboxes as “floats” and have students decorate them. Have floats illustrate aspects of the target culture or choose a theme. Wear masks for the parade.

March/April

March Madness for music: Manie Musicale

The Manie Musicale, www.maniemusicale.info/, begun in 2017 by Stephanie Carbonneau and Michelle Fournier, has caught on literally worldwide, with over 3500 schools in at least 13 different countries participating in 2022. It is a musical version of the basketball March Madness, with music selected carefully for school appropriateness, theme, and variety, partnered in a grid, with a winner posted every two days and accompanied by all sorts of worksheets, games, and ideas. Spanish teachers are beginning to copy it as well. It lasts all month.

There are less elaborate versions now for Spanish (Locura de marzo at <https://www.senorashby.com/locura-de-marzo.html>) and German classes as well, according to Facebook postings.

Dr. Seuss’s Birthday, also known as Read Across America Day (US): March 2

I either have my students spend some time reading little children’s books in French that I have collected over the years or take them down to one of the elementary schools to read to the children there.

First Day of Spring: March 21

Celebrate by taking the class outdoors for a scavenger hunt. Each group should have a list, a paper bag, a dictionary, and a watch. Give them about half an hour to find as many items as possible from a very specific list of things like “three smooth stones”, “a green leaf”, and so on.

Count out the items in French as you check them and have a prize for the winners.

National World Languages Week: Usually the first week in April

- Label the room in the target language and as much of everything else in the school as possible. We put a sign on every room, telling the teacher and the subject(s) taught, in French. Make posters about famous people from your language and post them around the school. Write complimentary sayings on Post-It notes in your TL, and put one on every locker.
- Talk to the cafeteria employees in advance and arrange a menu of foreign food for one day that week (tacos, quiche, sauerkraut and sausages, egg rolls).
- Have high school students prepare a play, skits, video, or craft to present at the middle school or grade school (or on the televised announcements at their own school).
- Put a treat in each teacher's mailbox with a note, or have students prepare some ethnic food to leave in the teacher lunchroom.
- Try to schedule a movie, musical performance, or speaker for interested students during that week.

Father's Day: March–June

Yes, Father's Day is not always celebrated on the third Sunday in June like in the US. In Italy, Spain, and Portugal, it is March 19, the Feast of St. Joseph, the patron saint of fathers.

In Germany, it is on Ascension Day, the 40th day after Easter—so in March or April, depending on the date of Easter. All countries generally celebrate with a card and/or gift, a dinner, etc. with Dad and possibly other male family members as well.

Easter: Dates vary

- On the Internet, try this site: www.thelocal.fr/20170413/6-ways-the-french-celebrate-easter for French, <https://theculturetrip.com/europe/spain/articles/11-easter-traditions-and-customs-you-should-know-about-in-spain/> for Spain, and www.dw.com/en/german-easter-traditions/a-1520904 for German activities and games using Easter vocabulary.
- Buy plastic eggs and have a treasure hunt through the school, with clues hidden in the eggs.
- Fill plastic eggs with vocabulary the students have been studying. After an

CCSS: W2, 3, 4; ACTFL:
Intermediate Low,
DOK 4

CCSS: W2, 3, 4; ACTFL:
Interpretive, Novice
Mid to read, High to
write, DOK 4

CCSS: W2, 3, 4; ACTFL:
Presentational to
write, Interpretive to
read, Novice High;
DOK 3

CCSS: W2, 3, 4; ACTFL:
Presentational/write,
Interpretive/read,
Novice Mid, DOK 2

CCSS: W2, 3, 4; ACTFL:
Presentational, Inter-
mediate Mid to High,
DOK 4

CCSS: SL1, 4, 6 and L1;
ACTFL: Presenta-
tional, Intermediate
Mid to High, DOK 3

CCSS: W2, 3, 4; ACTFL:
Interpersonal, Novice
High; DOK 2

egg hunt, have them write a story using all those words in the story.

- Fill plastic eggs with pictures representing vocabulary, and have students write rebus stories, trade them, and read them aloud to each other. When they come to a picture, they say the word it represents (good vocabulary review).
- Have students write what they are going to do over Easter vacation, put it back in an egg, and then draw one to read and guess who wrote it.
- Have students write a command and put it in an egg. Have each person draw an egg and do what it says.
- Put a small object in each egg. Tell students it is not just an ordinary toothpick/paperclip/ribbon (etc.) but that it has special powers. Have them tell what it is, what it does, and how they will use it (present progressive or future tense). Alternate idea to use past tense: Tell students each object was used in a crime. Have them describe the crime orally or write out the police report or newspaper article about the crime.
- Put a small object in each egg. Have students try to sell these objects to the class, convincing them that they really need that object. Have the class evaluate who does the best job.
- Print an egg shape on paper and give each student one. Have them get in groups, assign them a last name, and let them discuss/decide who each egg will be and decorate it appropriately

(Papa might have a mustache and golf club, etc.). Below the picture should be a short biography: name, age, likes and dislikes, etc. Display each family on the board, each in their own paper "basket".

Gout de France: Dates vary

Formerly La Fête de la Gastronomie, this is a fairly recent French holiday held on a date set by the French government, celebrated internationally from Thursday to Sunday during the second week in April. This holiday involves the careful selection of recipes, shopping for the best ingredients, careful preparation of the food with a group of friends or family, and, finally, enjoying the food in groups, served in courses. My classes plan and prepare a menu of traditional French foods (the hands-down favorite recipe is tartiflette); I arrange the classroom to look like a restaurant, and we learn a bit about each dish and then taste them.

See: *Goût de France/Good France 2022, 2023 et 2024* (ex *Fête de la Gastronomie*)—Date et origine—iCalendrier.

Earth Day: April 20

- Plant something outdoors in the name of your world language club.
- Do an Internet or Twitter search for information on Earth Day in your TL.
- Read articles about pollution or environmental concerns in countries that speak the target language. Write letters to the leaders of these countries about these concerns.
- Make posters that say, “Save the Earth” and similar slogans in the target language and decorate the school.

CCSS: RL1, 3, 7 then
W2, 3, 4; ACTFL:
Interpretive/read,
Presentational/write,
Intermediate Mid;
DOK 4

CCSS: W2, 4; ACTFL:
Presentational,
Novice High, DOK 4

Golden Week (Japan): April 27–May 6

This is actually three holidays rolled into one. First, the Japanese celebrate Green Day (try some of the Earth Day activities prior). Then comes Constitution Day. For this, study/read parts of the Japanese constitution. Do a Venn diagram to compare it to ours. Look at the history of Japan and the events that led to the writing of its constitution.

CCSS: SL1 and L2; ACTFL:
Interpretive/read,
Presentational/write,
Intermediate Low to
Mid; DOK 1

The third holiday is Children’s Day. If possible, invite grandparents to class. Have the children bring them tea and have small gifts ready for the grandparents to give the children. Sing songs.

May

May Day/International Labor Day/Le premier mai (France): May 1

- On this day, workers all over the world enjoy a day off and parade through the streets. This would be a good day for a mini lesson on careers.
- Make Cootie Catchers (see Chapter 3), and put careers on the innermost portion, adjectives on the first. When students pick a number, they will be told their “future”: “You will be a tall architect” or “You are a thin boss”.
- In France, it is traditional to offer a bouquet of *mugnets* to those you love. Have students make a card for someone, with a drawing of lilies-of-the-valley on it.
- A maypole dance is also a tradition on this day, to welcome the spring.

Mother’s Day: May 10 (Mexico)/third Sunday in May for other countries

Make a card or a small gift for Mom. An Ojo de Dios, a paper flower, some Scherenschnitte, or something similar is easy to do.

Graduation/end of year

CCSS: RL2, 4, W2, 3 4,
L2; ACTFL: Presenta-
tional, Intermediate
Mid; DOK 3

CCSS: written W3, L2;
spoken SL1, 3, 4 and
L1; ACTFL: Presenta-
tional, Novice High,
DOK 3

CCSS: RL1, W2, L2;
ACTFL: Interpretive,
Novice Mid to High;
DOK 2

- A final project could be a student yearbook: each student gets a page to put poetry, stories, or whatever about himself/herself. Seniors could be asked to write a “will”. Also have a page for language club activities and pictures, as well as teams and activities the students are in. Photocopy and staple these, and hand them out on the last day (or publish online). Have them sign each other’s books (in the target language, of course).
- Have student write about themselves (in future tense): “Ten years from now, I will be . . .” Or, stage a “class reunion” and have them pretend to be themselves and talk about what they have been doing since high school.
- Put up baby pictures, and have students guess who it is. The owner

of the picture can provide three to five clues.

- Make a video or PowerPoint presentation, with the highlights of the year and a short interview with each student (wishes for the class or whatever they'd like immortalized). Make a copy for all the seniors.
- Have students write advice for the students who will take that level/class next year and also list their favorite activities; collect these for next fall.

CCSS: RL2, 4, W2, 3 4, L2
if oral interview SL1,
3, 4 and L1; ACTFL:
Presentational, Inter-
mediate Low to Mid;
DOK 3

June

World Environment Day: June 5

This day was created in 1972 by the UN General Assembly to create awareness that the protection and improvement of the *human* environment are very important. I generally have my students watch a music video associated with environmental issues, such as www.youtube.com/watch?v=XgX0PHeWknE, and hold a discussion.

Miscellaneous Celebrations

Saints' Days

Use a Catholic calendar, and have students choose a Saint's Day during the time they will be in your class. On that day, give them a card, have students compliment them, let them lead a game or choose an activity for the class, or make some small fuss over the student, just as they would do in countries where the target language is spoken. (Be careful, though, not to seem to promote religion.)

Quinceañeras

Here is a website with information on this fifteenth-birthday feast, usually celebrated in Mexico with a large party and other traditions: <https://people.howstuffworks.com/culture-traditions/cultural-traditions/quinceanera.htm>.



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5

Getting over the Rough Spots

*Grammar is like poison: in small doses it can be beneficial,
but in large doses it can kill.*

(paraphrased from a medical text read long ago)

We all have topics that we must teach but students struggle with. It's no coincidence that the majority of these situations involve grammar. In this chapter, I offer some active-learning ways that I and several colleagues have tried that have worked for us and could add some variety to the way you cover the same topics.

Verb Conjugation Activities, in General

- Use two dice, preferably different colors, and a stack of three-by-five cards with verbs written on them. A student draws a verb and throws the dice. One die will decide which subject pronoun they use (post a list somewhere where all can see: a 1 means *I/je/yo/ich*, and so on) and the other is the tense (1 for present, 2 for command, 3 for preterite/passé). If the student writes the verb correctly, he or she or the team gets a point. [CCSS: W2, 4; ACTFL: 1.1, DOK 1]
- Inside-Outside Circle: Place students in two circles, one facing outward and one facing inward, basically pairing students. Give the inner circle cards with subject pronouns on them, and give outer

circle students cards with verbs written on them. Students look at each other's cards and say the correct form of the verb in the tense you are working on. You may wish to designate which students should say the verb or have them work together to do this. Then, either have the students rotate to a new partner or have them pass the cards to the left (or the right) to have a new situation to deal with. [CCSS: SL1, 4; ACTFL: Interpersonal Novice High, DOK 1]

- Play Beanbag. Take a soft beanbag or similar object (my former colleague Cynthia Jones uses a beach ball.) The person who begins says the first-person singular form of a verb in a given tense and tosses the bag/ball gently to another student, who gives the next form (second-person singular). When all forms of that verb have been correctly stated, you may start over and speed up the throwing or change to a different verb. Since students don't know who will get picked next, they are all on task, thinking of the next form. [CCSS: SL1, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Put students in rows of five or six. Give the first student a paper. Say a verb. The first student writes the *je/yo/ich* form, passes it to the next, who writes the *tu/du* form, and so on. It's a race. Rotate students each round, so they get to practice different forms. [CCSS: W2, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Play Reverse Hangman. Name it anything you want: I usually pick an animal, but sometimes we draw a car or a house, depending on what chapter vocabulary we are working on, as I tell them what parts to draw. Send one person from each team to the front of the room. The first to correctly write a form (or correctly conjugate the verb completely in a specific tense) can draw a part of the animal or object. The first team with a complete one wins. [CCSS: W2, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Crossword puzzles are great because if the verb is spelled incorrectly, it won't fit (immediate feedback). Make the clues sentences and translate the sentences so the verbs are used in context. I often use these as a race, with a small prize for the first few who finish. [CCSS: W2, 4; ACTFL: Interpretive, Novice Mid, DOK 1]
- Have students write daily in a journal, on a topic of your choice. If you are working on the preterit/passé, have them tell something they did or didn't do. If working on the imperfect, ask them about former habits, likes, or dislikes. If studying the future, talk about vacation plans, and for subjunctive, provide the beginning of a sentence like "It's important that . . ." and have them also tell a reason why. [CCSS: W2, 4; ACTFL: Presentational, Novice High to Intermediate Low, DOK 2]

- The best authentic resource of all to practice/reinforce a verb tense is *music*. It is fairly easy to find songs using grammar. Here is a great site for French, with songs for grammar and many other categories: <http://platea.pntic.mec.es/cvera/hotpot/chansons/>. The AATF has also recently begun a compendium of songs (with worksheets) submitted by members at <https://wakelet.com/wake/DttBL31YJhFupumc9NBvT>.
- For Spanish, try <http://marcoele.com/actividades/canciones/> or Musicuentos at <http://musicuentos.com/tag/songs/>. Lyricstraining.com has music video activities in many languages, and you can add to the ones there if they don't have the one you want. To use music to teach verbs, provide students with one of the following:
 - The lyrics to the song and ask students to highlight all the examples of verbs written in that tense. [CCSS: RL1, 3, 4, 6, L2; ACTFL: Interpretive, Novice Mid, DOK 1]
 - The lyrics of the song, with the verbs removed. In the blanks, have them write the verb in the desired tense. [CCSS: RL1, 3, 4, 6, L2; ACTFL: Interpretive, Novice Mid, DOK 1]
 - The lyrics to the song, cut into strips. Listening to the song, have them arrange the strips in the correct order. [CCSS: SL1, 4, 5, 6; ACTFL: Interpretive, Novice Mid, DOK 1]
 - The lyrics to the song, with verbs removed, and listed in a box above or to the side. Have them guess which ones go where, and then play the song to check. [CCSS: SL and RL1, 3, 4, 6, L1; ACTFL: Interpretive, Novice Mid, DOK 1]
- This one is from Faye Conway of Henrico County Schools in Richmond, VA. [CCSS: W2, 4; ACTFL: Presentational, Novice Mid, DOK 1] Choose teams of five to six students. Write five to six verbs on the board in columns. Have an entire team go to the board and stand under a verb. You call out a subject such as *tu* and everyone should write the *tu* form of the verb that they are standing under. Then everyone moves to the right, with the student on the end moving to the position of the first verb on the board. You continue calling out subjects until you have covered however many persons you wish. When the team sits down, you calculate how many correct verb conjugations you have, giving them a point for each one. The next team goes to the board, and you proceed in the same fashion as explained prior until all teams have had a chance at conjugating the verbs. Whichever team has the highest score wins. Note: You must

enforce the rule that the students may not change another student's answer. You should also limit the amount of time given to write to 10–15 seconds. This would also work as an online game but would be *much* less active.

- There are quite a few fun activities in Chapter 3 that work great for verbs: check out Whiteboards, Battleship, and Casino, for example. [CCSS: W2, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Develop an online platform for practice activities for students. I use Symbaloo (and mine are public and searchable), but there are others (Google Classroom, ThingLink, or a personal blog or website).
- Involve students in two key ways:
 - Humor: Have them read or write funny stories. Examples could be to tell the story of a day that went very, very badly for past tense or reflexive verbs. Give them silly situations to react to with subjunctive advice,
 - Put their names into every worksheet (or even on the test) and they'll eagerly read and comment on what it says about them.

Future Tense

- Use Concept Attainment for this (or any other verb tense that is fairly easy to form/identify): [CCSS: RL1, 3, 4, L2; ACTFL: Interpretive, Novice Mid, DOK 2] Challenge the kids by telling them you'd like to see how smart they are. Write or show them examples of regular verbs in this tense. You may use just examples in the tense, or you may compare/contrast it with a tense with similar endings (I use present when teaching the future) while saying "This one *is* the new tense/ that one is not" at first and then make it a guessing game: Which one is the new tense? Do this until their body language tells you they have a theory about how this tense is formed. Then give them some irregular verbs to look at. Then give them four or five sample verbs and have them tell you if each is or is not correctly written for the new tense. Then ask them, with a partner, to formulate a rule on how to form this tense. Test the theory with a few more examples and then debrief: have them explain the thought process they went through to come up with the theory. This step is *very* important, as it will more firmly implant the form in their mind. Finally, ask them to generate a few examples, and check these for accuracy. This can halve the time it takes to cover a new verb tense. I recommend it highly.

- For two irregular stems, try to make up mnemonics. A good one I remember from my studies of Spanish was a way to remember *decir* and *hacer*: “Dirty Harry”—(*dir*) and (*har*). And, of course, Dirty Harry was Clint Eastwood, so you remove the CE (his initials) from the infinitive to get the future stem. Hopefully students still know who he is (or there’s another teachable moment!)
- For future tense in French, I dress as a fortune teller, set up a small booth covered with starred fabric, and tell my students’ “future” (read their palm), announcing that my name is “Madame R.” They all remember that name, and that helps them remember that all future stems end in an *r*. They also, of course, hear and write down their future (in the future tense, of course). [CCSS: SL and RL1, 3, 4, L2; ACTFL: Presentational, Novice Mid to High, DOK 2]
- In Chapter 3, see the description of Cootie Catchers, which are used for predicting the future. Your students will be speaking in the future tense quite willingly when using these. [CCSS: W2, 4; ACTFL: Interpersonal and Interpretive, Novice Mid to High; DOK 2]

Reflexive Verbs

- Try the following learning stations activity:
 - Station 1: Have students cut out (from old magazines) a picture of a reflexive activity, paste it to their paper, and label it correctly. [CCSS: W2, 4; ACTFL: Presentational, Novice low, DOK 1]
 - Station 2: Have students listen to a recording containing ten reflexive verbs in sentences. On their answer sheet, students must rewrite the verb they heard on the recording with the new subject indicated (either by you on the recording or printed on the answer sheet with a blank next to it). [CCSS: SL1, 3, 4, L2; ACTFL: Interpretive, Novice Mid, DOK 2]
 - Station 3: Given a list of verbs and a subject, students have to write a short story using all the verbs. [CCSS: W2, 3, 4; ACTFL: Presentational, Intermediate Low, DOK 3]
 - Station 4: Students pair up, with each pair taking a set of flashcards. They take turns timing each other as they pair each verb up with the card with its translation on it (or take turns quizzing each other using flashcards with English on one side and the target language on the other). They write the score and initial it on the answer sheet. [CCSS: W2, 4; ACTFL: Presentational, Novice Mid, DOK 1]

- Station 5: Using a set of cards, play Go Fish, either collecting a verb in all its forms (five or six, depending on whether you use *vosotros* in Spanish) or matching a verb and a sentence or a reflexive verb and an object (for instance, “to brush teeth” and “tooth-paste”). [CCSS: RL1, 3; ACTFL: Interpretive, Novice Mid, DOK 1]
- Assign students to take pictures of themselves and/or a friend that illustrates “their” reflexive verb. Make this into a slide presentation, post the pictures online, or print them and post them, now numbered, around the room, and have students do a Roam around the Room, writing down what activity they see in each picture in the target language. This seems to work much better than using the pictures from the text, since the students are all involved! With pictures, you can practice various subjects (he/she/I/you, etc.) and easily rearrange the pictures to be in logical chronological order or one that could be funny (i.e., fix hair and then wash it, eat breakfast and go to bed, etc.). [CCSS: SL1, 3, 4, 6, L2; ACTFL: Presentational, Novice Low, DOK 2]

Subjunctive

- One of my favorite subjunctive illustrations is to ask what the past tense of “I am” is. After eliciting “I was”, we all sing the Oscar Mayer song: “Oh, I wish I were an Oscar Mayer wiener . . .” etc. That also firmly fixes the use of the subjunctive with wishes and desires.
- A good mnemonic for this tense is WEIRDO:

W = wishing, wanting
 E = emotion
 I = inquiry/impersonal
 R = request
 D = doubt/uncertainty
 O = order

or the one devised by Theodore E. Rose, University of Wisconsin – Madison, for Spanish:

W = wishing, wanting
 E = emotion
 D = doubt
 D = denial
 I = in certain phrases—impersonal expressions

N = necessity and need

G = grief or guilt

After introducing either one, go through the phrases that use subjunctive and list them next to the letter they belong with. Then practice writing sentences using them.

- Music is good, too (to the tune of “When You Wish upon a Star” from *Pinocchio*):

When you wish upon a star,

The subjunctive isn’t far.

Wishing, wanting,

Doubting feeling

Use subjunctive mood

- Once students have learned the subjunctive, have them practice it using Inside-Outside Circle. Have them stand in two circles, with the inner circle facing outward and the outer circle facing inward, pairing the students. Give the inner circle each a “story” to read, usually a Dear Abby–type one such as, “I asked two people to the dance, and they both accepted. What should I do?” The outer circle each have a card with a phrase that requires the subjunctive, such as “It’s necessary that . . .”, which they must use when giving advice. You can either have the circles rotate after each exchange, providing new partners, or simply have them pass the cards to the next person (or the person to their left in the opposite circle). [CCSS: SL1,4; ACTFL: Interpersonal, Novice High, DOK 1] Figure 5.1 lists some of the situations I give for this activity.
- Tell a funny or interesting story. I tell my students real stories about silly things I have done (I am definitely not a very good athlete) or interesting things I have read about in the paper. If you don’t want to do this, then translate one of the stories from the *Star* or another tabloid; those are usually high interest (for entertainment value). As you tell the story, have the students signal what tense the verb they hear is in: for example, clap for imperfect, hit the desk for preterit. They usually notice that the imperfect is clustered mostly at the beginning of the story. [CCSS: SL1, 4; ACTFL: Presentational, Novice High, DOK 1]
- Show a movie. When we watch the film *Manon des Sources*, there are a *lot* of subjunctives in it. I kept a running list as they watched and occasionally stopped the movie to review where each had occurred . . . a good review of plot and verb tense!

Figure 5.1 “Dear Abby” situations for advice in the subjunctive

- A. I have invited two people to go to the dance, and they both accepted. What should I do?
- B. I like to sing, and I want to become a superstar. What can I do?
- C. I owe a lot of money to gangsters, and I’m afraid. Help me!
- D. I have a crush on a guy/girl, but I’m shy. What should I do?
- E. My two best friends want to get married. What advice would you give them?
- F. I want to get a better grade in (name of class). What could I try?
- G. I had an accident in my dad’s car. What should I do?
- H. I’d love to get a tattoo. What design should I get, and where should it go?
- I. I am a cannibal, and I’d like to eat (someone at school)’s leg. How can I do this?
- J. I want to learn how to (pick an activity: dance?) better.
- K. I want to go to a concert, but I don’t have any money right now.
- L. I want to go to France. Do you have any advice for me?
- M. Extraterrestrials want to kidnap me. What should I do?

Advice Cards:

1. It is important that . . .
2. It is doubtful that you . . .
3. I am happy/sad that . . .
4. I want you to . . .
5. It is possible that . . .
6. I’m surprised that . . .
7. I insist that . . .
8. I’d like you to . . .
9. It is necessary that you . . .
10. I prefer that you . . .

- Have students write a story, with a prize given for the one who correctly uses the most subjunctive verbs. Give the winning story to the class to read. [CCSS: W2, 3, 4; ACTFL: Presentational, Intermediate Low to Mid, DOK 4]
- Give students a simple story that frequently uses the subjunctive tense. Have them replace several underlined verbs with more “colorful” verbs. This is a dictionary-using, vocabulary-building activity I like to do with my upper-level classes. [CCSS: W2, 4, 5; ACTFL: Interpretive, Novice High, DOK 2]

- Have students plan a trip to a place that speaks the target language, suggesting what to take, where to go, and what to do, eat, see, and so on. [DOK 3; others depend if written, oral]
- Play a version of Go Fish: Give students pictures of objects. One student says, “I think you have the cat” (present tense), to which the next student either says yes and hands over the card or replies, “I doubt that I have the cat” (if they don’t have it) using the subjunctive. This practices verbs of doubt, as well as object pronouns. [CCSS: SL1, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Have students write ten sentences in the present tense: I play tennis, I eat pizza, etc. Then, on the screen/board, place ten phrases that require the subjunctive: It’s important that . . . , I don’t believe that . . . , I wish that . . . , I’m happy that Have students rewrite the sentences in the subjunctive, beginning number one with phrase number one, and so on. [CCSS: W2, 4, 5; ACTFL: Presentational, Novice High, DOK 2]

Preterit/Passé Composé

- Use the Concept Deduction method described in the Logical-Mathematical section of Chapter 2 and post examples of the new tense, asking students to see if they can figure out how it is formed. Check understanding by asking them to write a few examples. They’ll have it in minutes.
- Music is wonderful. There are many great ones for Spanish on YouTube; just search and show them. In French, for regular verbs, we sing the following (tune is “If You’re Happy and You Know It, Clap Your Hands”):

For the ER verbs, e accent aigu
 For the IR verbs, just the letter i
 For the RE you add u
 And that’s all you gotta do
 Passé [hold the “ah” for two beats]
 Composé
 C’est parfait!

- For passé composé with *être*, I have a lot of luck using the song two colleagues in Fort Wayne, Indiana, gave me several years ago (to the tune of “Yankee Doodle”):

allé, parti, sorti, venu, descendu, retourné,
 arrivé, resté, monté, tombé, entré, né et mort
 [chanted like a rah! rah! cheer]: devenu! revenu! rentré! passé!

- To make things more active (and enhance long-term storage in the brain), I have added gestures with each verb, which help students remember what the verb means as well. I let the students decide on the gestures so they have some ownership of the activity; this has made a lot of difference in the speed they learn this concept.

Imperfect vs. Preterit/Passé Composé

- My favorite lesson, either to introduce or review, is one in which I provide a brief story, with its sentences scrambled (step one: List), as found in Figure 5.2, and ask students to categorize them by sentence topic (step two: Group). After this is done (and yes, I often have teams that have categories called “miscellaneous”), we look at each sentence in a particular category—for example, “Moving around”—and discover that, within that category, they are all in the same verb tense. We might also color-code each section. Then I ask them to group the categories by verb tense (step two B: Regroup, if necessary), and rename the resulting categories (step three: Label): a wonderful way for them to discover that, in French, the *passé composé* tense is used for action and the *imparfait* for descriptive passages (step four: Generalize). After we voice this generalization (I say, “Look at these two groups and make a general statement about each”), we evaluate our statement by trying it on a new story, “Le Petit Chaperon Rouge” (“Little Red Riding Hood”) – use any traditional story from the TL culture for an extra bonus – predicting what tense each verb would be in if it were told in the past tense and checking our answers afterward. Using Concept Development and letting them find out for themselves how these tenses work has cut the time I need to teach this unit practically in half, with much fewer practice activities needed, since they found it out for themselves instead of my just telling them. Even though a lot of time was spent in the discovering, their ownership of the concept was much more permanent and better understood by them.
- On a similar note, you could have the students write their own short stories, using elements the class decides on (i.e., a banana, a sports car, and a blue raincoat) to reinforce the rules on using these two

Figure 5.2 Handout for Concept Development

Used in French 2 introductory or French 3 review.	
(English added only for this book for teachers of other languages.)	
[CCSS: RL1, 3, 4, 6, L2; ACTFL: Interpretive, Novice Mid; DOK 3]	
1. Une fille est sortie de la maison.	A girl left the house
2. Elle était jolie.	She was pretty.
3. Ils ont vu un film.	They saw a movie.
4. La voiture est partie très vite.	The car left quickly.
5. Il était midi.	It was noon.
6. Le garçon l'a invitée au cinéma.	The boy invited her to the movies.
7. Après, ils ont mangé une pizza.	Afterward, they ate a pizza.
8. Il faisait chaud.	The weather was warm.
9. Une voiture est arrivée.	A car arrived.
10. Elle a parlé avec le garçon.	She spoke with the boy.
11. Il portait un jean et un tee-shirt. T-shirt.	He was wearing jeans and a
12. Elle est entrée dans la voiture.	She got into the car.
13. Elle regardait le ciel.	She was looking at the sky.
14. Le chauffeur était un garçon.	The driver was a boy.
15. La voiture était rouge.	The car was red.

verb tenses. [CCSS: W2, 3, 4; ACTFL: Presentational, Intermediate mid, DOK 3]

- Arrange an “incident”. This can be done in a variety of ways. If you have an upper-level student you can borrow for a few minutes, arrange for them to enter your classroom and do something outrageous. Scream at the student, throw something (or another action very out-of-character for you), escort them to the door, turn, and, smiling, tell the students that they are reporters who must now write down what they have seen. [CCSS: W2, 3, 4; ACTFL: Presentational, Intermediate Low if vocabulary provided, DOK 1]

Another variation is to get a colleague, staff member, or other adult (or two) to enter the room dressed as strangely as possible and acting strangely. Leaving this up to colleagues, I have had two people chase each other through the room while shooting cap pistols, a person in medieval armor writing “Bonjour” in pink on an old poster

on the wall, a princess who handed me a rose and gave me a kiss on the cheek, and other oddities. Once again, the students use the imperfect for descriptive sentences and preterit/passé composé for actions. (Note: If possible, video record this, as sometimes students are so stunned/amused that they fail to take note of the actions and can't describe them in enough detail or correct sequence.)

A third variation I have tried is to enlist class members. Give each a slip of paper with an action and tell them to do this action continuously until you tell them to stop. Have one eat or drink something, another dance or sing, or other actions. Then tell them to stop. The class will then need to realize that the class members' "ongoing" actions are in the imperfect while your command to stop and sit down was in the preterit/passé composé.

There is nothing like real-life experience to bring home how to use these two tenses.

- For another real-life experience, weather permitting, take a short field trip to somewhere in town (usually a café) or a walk on school grounds. After returning to school, ask the following questions: What time was the trip? What were you wearing? What was the weather like? Who did you sit with? What emotions did you feel? Have the students write down their answers, using complete sentences, in the target language. Then ask: What did you order? Who did you talk to? What did (a student in the class's name) do? What time did we return? Who got back to the room last? Then discuss how the first five used the imperfect as they were description and the last five were actions that required the passé composé/preterit.
- Have students draw and tell a rebus story. Give them a list of the elements you want: day, time, weather, location and ongoing activity, what happened, and what happened after that (two actions). For each element, they draw a picture big enough for the class to see. Holding these pictures, they stand up and tell the class their story, each person in the group telling about the picture they are holding. If they looked up any new vocabulary in the dictionary, have them teach it before they begin so the others can better understand. Discuss each verb tense used and the reasons for using it, as needed. [CCSS: SL1, 4; ACTFL: Presentational, Intermediate Low; DOK 2]
- Another strategy we have tried is to imagine the story as a video with the sound off. If the verb would be a visible movement on the screen, it would be in the preterit/passé composé, but descriptive details, while being visible, would not involve movement. We often use a fairy tale, "Goldilocks and the Three Bears", for this activity.

- Use music: here's a song my French 3 class helped me write to remember the imperfect uses (to the tune of "Jingle Bells", with a few extra syllables, and you need to sing the word "plus" when there's a plus sign):

IMPARFAIT, "used to be",
 "was/were + verb + ing"
 Regular action in the past
 Or interrupted by another thing, oh!
 Date and time, looks and clothes,
 Weather and emotion,
 Circumstances of the main event
 Description, but never motion!

Object Pronouns

My favorite tool for teaching these is a PowerPoint presentation I made, in which the brightly colored nouns in sentences "fly" away off screen and are replaced with the object pronouns of the same color, accompanied by a loud, silly noise of some sort. Students quickly learn the idea of replacement and note the placement of the pronoun in the sentence. This appeals to visual, spatial, and auditory learners. But watching a slide show isn't very active.

- Make the majority of the students into living sentences. Give each a large (laminated?) piece of cardstock or poster board on which a portion of a sentence is written. They must unscramble these to form logical sentences. Once these are formed, take the handful of students you reserved and given them pronoun signs and have them find which student(s) they replace, tapping them on the shoulder, like cutting in during a dance, and having the replaced students go sit down. The sentence would then rearrange itself to accommodate the new pronoun. [CCSS: W2, 3, 4; ACTFL: Presentational, Novice High, DOK 1]
- This idea comes from Jocelyn Raught at Cactus Shadows High School, Cave Creek, Arizona. It is for teaching Spanish but would definitely adapt easily to French and possibly other languages. [CCSS: SL1, 4; ACTFL: Interpretive, Novice Mid; DOK 1] Since students tend to attain language in chunks, this rhythmic approach can help the students learn the difference between the direct and the

indirect. The direct object is chanted in a two-syllable sequence to match “di-rect”, while the indirect pronouns are presented in a three-syllable sequence to match “in-di-rect”. What the teacher says will be in capitals, and dots represent pauses:

1. Tell the kids to listen well and repeat.

ME—me . . . ME—me . . . TE—te . . . TE—te . . . ME TE—me
te . . . ME TE—me te . . .

Call on different individuals to repeat and then return to group:

ME TE—me te . . . LO—lo . . . ME TE—me te . . . LO—lo . . .
LA—la . . . ME TE—me te . . . LO LA—lo la . . .

Put these two-syllable parts together and repeat many times. Alternate individuals with group.

Add:

NOS—nos . . . NOS—nos . . . OS—os . . . OS—os . . . NOS
OS—nos os . . . ME TE—me te . . . LO LA—lo la . . . NOS OS—
nos os . . .

Then say all together ME TE . . . LO LA . . . NOS OS . . .

Add:

LOS—los . . . LOS—los . . . LAS—las . . . LAS—las . . . LOS
LAS—los las . . .

Build up to:

ME TE . . . LO LA . . . NOS OS . . . LOS LAS . . .

2. While presenting the pronouns, add hand clapping, finger snapping, swaying, etc. Make it sing-songy. It’s almost a tongue twister.
3. Oral modeling: Again, do not explain anything. Tell them to listen carefully.

Model sentences replacing the direct object. Stress the direct object and pronoun so

they may understand number, gender, and placement without explanation.

Example: PABLO TIENE EL LIBRO . . . PABLO LO TIENE

After about five, the quicker students start to click, more after ten, etc. Then, as you

say the sentence, allow the class as a whole to replace the direct object with a

pronoun. When they seem ready, call on them individually.

4. Sentence list practice: Students see it and do it on their own. Have them underline the direct object in each of the first five and check as a group. Then have them write the sentence replacement and check. [CCSS: W2, 3, 4; ACTFL: Interpersonal and Interpretive, Novice Mid, DOK 1]
 5. Lo Tengo game: This is the biggest hit of all. Use sets of cards with classroom vocabulary or pictures. Put the students in groups and have them lay the cards out on the floor so everyone in the group can see them. When the teacher names one, the student that grabs it, holds it up, and says, “Lo (la, las) tengo” correctly gets to keep the card. If the student uses the wrong pronoun or grabs the wrong card, another can correct him or her, and take the card.
- For French teachers: To remember the order of pronouns in a sentence, try the following song sung to the tune of “La Cucaracha” [CCSS: SL1, 4; ACTFL: Presentational, Novice Low, DOK 1]:

me, te, se, nous, vous
 le, la, les
 lui, leur, y, en
 [repeat those three lines again]
 Les pronoms!

Try putting pronouns to some familiar tune such as “Baa, Baa Black Sheep” or “Jingle Bells”.

- Get 20 or so objects, with equal numbers that are masculine or feminine singular or masculine or feminine plural (i.e., for feminine plural, *rosas/revistas/plumas/pelotas/llaves*). Ask students individually if they want one of the objects: “Do you want the flower?” They must answer, “Yes, I want it” or “No, I don’t want it”, using the correct pronoun. If they don’t use the correct pronoun, they don’t get the object. Be sure to have some highly desirable objects such as stuffed animals, chocolate bars, or whatever you think the class would like. [CCSS: SL1, 4; ACTFL: Interpersonal, Novice Mid, DOK 1]
- Using the same objects, have students work in pairs, asking each other if they like these objects, if they want them, or using commands such as “Give it to me”. [CCSS: SL1, 4; ACTFL: Interpersonal, Novice High, DOK 1]
- Have students bring in a show-and-tell object. They will want to see each other’s. Have them trade objects: “What is that?” “It’s a baseball card”. “Give it to me”./“May I have it?” (using the correct pronoun).

[CCSS: SL1, 4; ACTFL: Interpersonal and Presentational, Novice Mid; DOK 2]

- Playing the card game Go Fish requires object pronouns: “Do you have *la robe?*” “No, I don’t have it (pronoun used). Go fish”. This uses pronouns in the command form. [CCSS: SL1, 4; ACTFL: Interpersonal, Novice Mid, DOK 1]
- Also using numbers: Set up chairs in a circle and number them, then have students sit. Start the game by announcing: “The king/queen/president has lost his/her (name article of clothing), and number (x) has it!” The student in that seat number will stand up, say he or she does *not* have it (using the correct pronoun), and accuse another student, using the seat number. The process will repeat until someone doesn’t react quickly enough, stands up when their number was not called, calls on a seat that doesn’t exist, or calls his or her own number. Then everyone with a higher seat number stands up and moves one number lower, while the person who is “out” moves to the highest-numbered chair. Once everyone has moved, the teacher will begin a new round with another item named. The goal is to eliminate everyone with numbers lower than yours so that you will be in seat 1. Hint: Make sure this moves quickly so students must listen carefully. [CCSS: SL1, 4; ACTFL: Presentational, Novice Mid, DOK 1]
- Use gifts to show the difference between direct and indirect objects: the present is the DO, and the recipient is the IO. Put cookies, candy, and “zonks” (a rubber band, a thumbtack, or some other less desirable object) in a small bag and write a pronoun on each. Have them give each other gifts (“I give it to you”) for two minutes and then let them open them and try to trade with each other for another minute or so. [CCSS: SL1, 4; ACTFL: Interpersonal, Novice Mid, DOK 1]
- Don’t forget the RID rule for pronoun order: RID stands for the order in which multiple pronouns appear in a Spanish sentence: Reflexive + Indirect + Direct + verb.

Handling Mainstreamed/Special Ed Students

With more and more states requiring a foreign language for all students, regardless of ability level, we have to deal with more levels of learning abilities in our classroom. Remember, most of all:

- Repetition and memorization are very beneficial to all students but are especially good for students who have difficulty learning. [CCSS: SL1, 4; ACTFL: 1.1; DOK 1]

- Use more gestures and hand signals (especially if the students are hearing impaired)—see Chapter 1 and the research on how using gestures maximizes retention and retrieval of information. [CCSS: SL1, 4; ACTFL: 1.1; DOK 1]

Here are some other basic things that are good for all students but very necessary for ADHD or other learning-impaired students:

1. Try to create a nonthreatening environment, where praise is given openly and criticism is done privately.
2. Give a lot of oral grades, but make them low-anxiety ones by making them pass/fail, especially when practicing newly learned material. Also give “completion grades” for homework as long as it is in the target language. This will foster a sense of accomplishment and encourage participation.
3. Try to have as few distractions as possible. Cover windows in doors. Change posters or other grammatical examples from the previous unit before beginning a new topic.
4. Encourage and reward good behavior. Make sure class rules on what behavior is expected are clear and enforced.
5. Break tasks down into small pieces, with deadlines for each piece. Students at *any* ability level benefit from a more structured assignment. Don’t give one big grade at the end, but rather make a series of partial grades. (See Figure 5.3.)
6. Use a variety of activities to appeal to the different senses and learning styles.
7. Pair students to do cooperative activities when first practicing a new concept.
8. Stand near students, making eye contact often, and be available for questions. Don’t stand by the wall or sit at your desk.

Here are some more specific strategies for these special students:

- Give them an extra text to take home, if not using an online platform such as Google Classroom.
- Talk to the special ed teacher to make sure you completely understand what the student’s special needs (and talents) are.
- Talk to the student. Ask the student how he or she studies and what he or she thinks works best to help him or her study. Watch the student work on a task to get a good idea of his or her learning style.


Figure 5.3 Culture report: Written

Culture Report: Written		
Date due:		POINTS
_____	1. Bring in three ideas for a project.	6
_____	2. Select one of the three ideas. Make sure no one else is doing this idea. Write one paragraph about the idea.	10
_____	3. Find two Internet sources about the topic.	4
_____	4. Find two other sources of information.	5
_____	5. Take notes on this topic. Hand these notes in.	10
_____	6. Make a graphic organizer on this topic.	10
_____	7. Organize notes according to graphic organizer.	10
_____	8. Find or make a graphic for the report.	10
_____	9. Write two pages of the paper.	10
_____	10. Write the rest of the paper.	10
_____	11. Have a classmate proofread/check the paper.	5
_____	12. Write final draft of paper.	10
	TOTAL:	100 pts.

Note: Each step is required to be completed before a final grade may be given. If Step 12 is not done, students will receive a No Grade or Incomplete for this assignment.

- If possible, vary the color of paper assignments are on. This will serve as a sort of graphic organizer for the student and will help him or her organize notes as well.
- Give all directions both orally and in writing.
- Pair the student with another who takes really good notes and give them time to interact.
- Help the student make flashcards. Students need lots of extra drill and practice, and these really help. Again, if possible, make them different colors, i.e., blue for masculine, pink for feminine, gray for neuter, and so on.
- Give the student a practice test the day before a test; make sure he or she knows exactly what will be on the test.
- Give tests in several small parts on different days or modify the test so the student makes choices rather than just fills in the blank (two choices seems to work best). Make the test open book, or allow the student to use a review sheet or list of endings, pronouns, etc. If

giving matching tests, group the matching part into sections of no more than five questions each, with lines in between. Make sure the student has extra (unlimited, if possible) time to take the test. It may be necessary to send the student to a quiet spot to take the test, free of distractions, or even to have someone read the test to him or her.

Leading researchers in this field are Richard Sparks and Leonore Ganschow, so look for articles by them. For more information and links to other valuable sites, check out *The World Language Teacher's Guide to Learning Disorders*, at <https://sites.google.com/msdsc.us/wl-teachers-guide-to-learning-/x>, or this website: www.ldonline.org/ldresources.



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6

Instruction and Alternative Assignments in Literature and Adding Active Learning to Assessment Practices

Teaching literature is a creative endeavor at any time, and accordingly, it is probably easiest to try to implement an alternative assessment program in this area first. Later, when you have mastered the various types of assessment activities, extend these to grammar, communicative activities, and other classroom performances. Remember that the standard method of teaching literature—reading followed by worksheets or discussion—is best suited to the linguistic learners in your classroom. In order to reach *all* your students, you will have to adapt this subject matter for visual/spatial, logical/mathematical, kinesthetic, auditory, and other learning styles. After all, since all students are a mixture of several learning styles, variety will benefit everyone in your classroom. Chapter 2, in the section on linguistic learners, contains a four-step strategy for reading. In this chapter, I elaborate on this, with an emphasis on checking to see that learning has occurred (assessment).

Since all involve reading, all the CCSS reading standards RL1, 3, 4, and 6 would apply to each, and any writing using technology would use W6. For ACTFL, discussions would be Interpersonal, Novice Mid unless noted otherwise, Interpretive for written/drawing work that only the teacher would be viewing, Novice Mid, and any written work viewed by others would be Presentational. As a result, I only list DOK levels for most of the activities in this chapter.

Do a Pre-Reading Assessment

If the reading is going to be difficult, such as an entire play or a book, I do more than just ask the students to do the activities described in Chapter 2. I give the students something similar to Figure 6.1 to fill out before, during, and after the reading (often as a Google form). It assists the students and gives me some feedback on adaptations I could make for the next group to do the same assignment. I have the students turn it



Figure 6.1 Planning and evaluation form [CCSS: RL1, 3, 4, 6; ACTFL: Interpretive (a little), Novice Mid; DOK 2]

<p>Name _____</p> <p>Before beginning:</p> <p>Name and brief description of this assignment:</p> <p>What I already know about this:</p> <p>Questions I have about this:</p> <p>Resources to use during this assignment:</p> <p>Activities that will make me successful:</p> <p>Hand this sheet in to the teacher when the above portion is done.</p> <p>_____</p> <p>During reading:</p> <p>USE THE BACK OF THIS SHEET to write down words you find you have to look up frequently.</p> <p>_____</p> <p>Reflections upon completion of this unit:</p> <p>I learned I could:</p> <p>I learned I need to:</p> <p>I learned these facts and concepts:</p> <p>I am now curious about:</p> <p>I enjoyed most:</p> <p>I enjoyed least:</p>

in to me before beginning and after completion of the reading, and I give completion points for each section. I also discuss it briefly, suggesting resources they may not have thought of (especially Internet sites).

Stop Frequently to Process Material

In Chapter 1, recent brain research shows us that we must stop and use information often in order to transfer it to long-term memory. This must be done periodically during the reading process itself. Chapter 2, in the section on linguistic learners, covered a four-step strategy for reading and a list of small-group discussion and written activities to do as follow-ups or breaks during reading. In this chapter, I elaborate on the reading and post-reading portions. Here are some more activities you could use:

1. Draw a picture of the _____ scene and explain it. [DOK 2]
2. Describe an experience you have had that was like the experience of this character. [DOK 3]
3. Discuss how this character is like or unlike someone you know. [DOK 2]
4. Start a timeline for one character and chart the events in the book/story as they occur. [DOK 1]
5. Make a graph of the character's emotions, with high representing happiness and low sadness. [DOK 2]
6. Explain what this character would like for Christmas and why. [DOK 4]
7. Write five questions you would like to ask this character. [DOK 2]
8. If this character were alive now, how would he or she act? [DOK 3]
9. Pick your favorite sentence you have read so far and make a poster of it. Be ready to explain why you chose this sentence. [DOK 2]
10. Start a list of new words you have learned as you read. [DOK 1]
11. Start a list of words you have looked up more than once as you read. [DOK 1]
12. What sort of music would the main character like and why? [DOK 3]
13. Draw what you think the main character looks like (including clothing). [DOK 2]
14. Pretend you're a character from the story and introduce the other characters to the class. [DOK 2]
15. If you were directing a film of this story, who would you pick to play the lead characters and why? [DOK 3]

This is by no means a complete list, but there are elements there for artistic (9, 13, 15), musical (12), kinesthetic (1, 8), mathematical (4, 5), and other intelligences and which cannot be done well by anyone who does not have a good understanding of the text. Several are also creative and fun enough that they would encourage students to read the text in order to be able to work on the desired product or join in the discussion. These activities also ask students to apply what was read to their own knowledge and experience, making it likely that long-term storage of some of it will occur. And finally, these activities often involve Synthesis and Evaluation, the two highest steps in Bloom's taxonomy (Figure 1.5 in Chapter 1).

Assess Frequently

Just as brief activities assist in learning the material, short, unannounced assessments test whether learning has occurred. Because 70% to 90% of new learning is forgotten 9 to 18 hours after the initial learning, unless it is put into long-term storage in the brain (Sousa, 2016), an assessment should be given within 24 hours of the reading (or any learning) and should test what you want the students to have retained. It should also be unannounced so that you can be sure students have stored the material in long-term storage rather than cramming it into their working memory. Another advantage of a short, precise assessment should be that it offers immediate feedback. If students get quick, specific, corrective feedback, they are more likely to continue the task successfully (Sousa, 2016).

Here is a fun assessment activity using Inside-Outside Circle, based loosely on the game Spoons. Group the desks in the room in pairs, in the form of a circle (this works well, even in big classes). For each pair of desks, provide one special item (I usually just use a highlighter marker). Prepare a list of true/false or yes/no statements involving what they have read. Students on the inside are one team, and on the outside, another. Each time you read a statement (for visual learners, I also make a slide show and project the question), students race to grab the marker each time the answer is true or yes. The team with the most markers gets one point. If the answer is false or no, they should *not* touch the marker. The team with no one holding a marker gets one point (so both could potentially earn one point); if anyone on the team has a marker, the team loses. If both teams have a marker, the team with the most markers loses one point. If the statement is false and a student touches the marker but

doesn't pick it up, the person sitting opposite them should silently stand, and the team with the student who did that loses two points.

To make it even more competitive, after every few statements, have the outside students rotate so they have a new partner to compete with. It can get noisy, but my students love this! [ACTFL: Interpretive, Novice Mid, DOK 1]

Students will also feel more accountable for the material if they know they can expect some sort of assessment often, and they will be more likely to persevere. However, if the assessment becomes predictable, such as true/false questions or fill-in-the-blank quizzes, which test only rote memory, students will stop processing the ideas and applying them. Assessments must be creative and varied in order to create a learning climate that results in improved student performance. Here are some assessments that could be given during a reading exercise, can be done and corrected quickly, and appeal to different learning styles as well as test a variety of more complex thinking skills:

- Compare these two characters' relationship to one in a song you've heard or a poem you've read. [DOK 4]
- Contrast this chapter with the previous chapter, using a Venn diagram. [DOK 2]
- Pretend you're the author and explain why you chose the title of this book. [DOK 3]
- Draw a timeline of what events have occurred so far in this story. [DOK 1]
- Draw a series of cartoons to show what has happened to the main character in this chapter. [DOK 1]
- Fill in a job application for the main character. [DOK 2]
- Compare where you live with the village in this story. [DOK 2]
- Would you like to have this character as a friend? Explain. [DOK 2]

As soon as students have done one of these activities, there are a variety of ways to correct, reinforce success, and give immediate feedback. One way is to pick all the products up and then discuss what elements they should have contained (the standard method). This gives feedback but mostly tells students what they have done wrong, and some will immediately tune out. There are several alternate ways I prefer to handle these assessments.

One is called Think/Pair/Share, discussed previously. Since the student has already done the thinking part when creating his or her product, you then pair them and have them share products. To create a positive

atmosphere, specify that they may only give compliments to each other (but, in seeing someone else's product, they may see ideas they have missed or errors they have made.) Give students time to review and revise their product and then collect them. You may even wish to put two pairs together for a four-way sharing session (Think/Pair/Share/Square). Using this method, you will see fewer mistakes to correct: students are more likely to put forth more effort if their peers are going to see and/or hear their work. In addition, students will review the material several times in reading or looking at each other's products (another chance to learn), and they will be involved in each other's success (team building). But you may worry if students can cheat and coast along on someone else's coattails. Don't let students with no product participate in the sharing sessions. A student who has produced a product, even if it wasn't a superlative product to begin with, is reading several other products and evaluating the ideas contained therein and revising his or her product. If an initially poor product becomes better in the process, learning *is* taking place. Remember, on Glasser's scale (see Chapter 1), students teaching each other has the greatest level of retention.

A similar, more kinesthetic method, but without the verbal discussion aspect, is called Roam around the Room. Students place their products out on their desk and silently, taking paper and pencil to jot down ideas, look at each other's work, returning to their own desk to reexamine and revise their product before handing it in. Seeing an idea another classmate has written often makes a bigger impression than hearing the teacher say it. Again, there will be fewer corrections for you to make, and any misapprehensions that survive a cooperative activity like this should be discussed the following day. Another tweak: give them highlighters and have them put a mark next to parts they like (compliments go far to encourage others!). I find that Padlet (padlet.com) is the equivalent online resource as students can post opinions and read and comment on others', but it is less active, lacking the physical motion.

Give Choices

Since students have different learning styles, if possible, give them choices when assessing them. For example, instead of "Compare where you live with the village in this story", do one of the following activities:

- Draw a map of the village in this story. [DOK 1]
- Write a script or a brochure for a walking tour of this village. [DOK 2]
- Make up a poem/song/rap about the village in this story. [DOK 4]

- Discuss the items found in this village that are not found in our town. [DOK 2]
- Make a page from a phone book, listing businesses found in this town. [DOK 3]
- Compare this village to one you saw on TV or in a movie. [DOK 2]
- Do a Book Snap (choose a favorite page describing the village and post it online), see www.youtube.com/watch?v=V_p8S2hIVqQ. [DOK 2]

The student can choose a product that would be easiest for him or her to do, but the information included in each would be virtually the same.

Vary Projects

Consider using a project as a final assessment, rather than the standard multiple-choice test. Figure 6.2 contains a long list of project ideas for a literature final.

Again, give students a choice of projects, such as:

- Design a book cover for your book or a poster for the film made from this book. [DOK 4]
- Draw a comic strip version of this book. [DOK 2]
- Do an interview with you as the author. Tell what you were trying to say in this book, as well as which portion was the most fun to write. [ACTFL: Interpersonal, Intermediate Low, DOK 3]
- Find an article critiquing this book and agree or disagree with it. [DOK 3]
- You are the prosecutor at the trial of (villain in the book or story). Write or speak (live or on video) your final summation to the jury, reviewing the misdeeds and asking for whatever punishment you feel is fair. [ACTFL: Presentational, Intermediate Mid, DOK 4]
- Write a letter to the author and tell him or her what you think of the book/story. [ACTFL: Presentational, Intermediate Low, DOK 3]

Involve Students Directly in Creating Descriptors and Rubrics

Choice alone (differentiation) is *not* enough to get a good project from your students. Enlist their aid in preparing a descriptor and rubric for each choice you have given them. A descriptor is what elements the final project should contain, how it should look, etc. I actually prefer giving students a checklist rather than a rubric as it is easier for them to understand and shorter to read, so they are more likely to use it, but some schools require rubrics. Rubrics should be based on national, state, and local standards, and ideally the students helping write them should see

Figure 6.2 Alternative assessments

Kinesthetic products	Written	Visual	Oral
ballet/dance	advertisement	advertisement	anecdote
card game	autobiography	album	audio recording
ceramics	book report	anagram	ballad/ rap/ song
charade	booklet/brochure	animation	book report
clothing	business letter	annotated	campaign
collage	celebrity profile	bibliography	speech
demonstration	checklist	area graph	choral reading
device	comic book	artifact collection	comedy act
diorama	commercial (script)	award	comparison
display	comparison	banner	debate
dramatization	computer program	blueprint	dialogue
equipment	creative writing	book jacket	discussion
etching	description	booklet	documentary
experiment	dialogue	book mark	dramatization
field trip	diary/journal	bullet chart	explanation
finger puppets	fact file	bulletin board	fairy tale/ myth
food	fairy tale/ myth	calendar	free verse
furniture	field manual	cartoon	interview
gadget	glossary	chart	jingle
game	guidebook	checklist	job interview
gauge	handbook	collage	joke
hat	headline	collection	lecture
instruments	interview script	comic book	lesson
jigsaw puzzle	job description	costume	limerick
kite	joke	crossword puzzle	monologue
learning center	law	diagram	narration
machine/invention	lesson plan	diorama	newscast
macrame	log	display	panel discussion
marionette	lyrics	drawing	rhyme
mime	magazine article	fabric	riddle
mobile	metaphor	film	role-play
model	new story ending	flag	seminar
movement game	oath	flannel board	speech
observation	observation sheet	flash card	

origami	outline parody pen pal letter petition prediction puppet show questionnaire quiz recipe report review rewritten ending riddle scroll short story skit slogan speech story problems telegram travel log vocab list yearbook	flip chart flowchart graphic organizer greeting card hieroglyphic illustration imprint jigsaw puzzle map mask mobile mosaic mural newscast outline painting pattern photo essay photograph pie chart playing card poster rebus story scrapbook scroll slide show stencil storyboard time line transparency travel log video wall hanging weather map word search	
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examples of products or performances before beginning to write. Students, together with the teacher, should then do the following:

- Determine the essential parts of the product, using terms that are understood by all.
- Define the qualities of each part.
- Assign point value or otherwise designate the parts that are most important. Rubrics with a point value, usually from one to four, would describe each characteristic expected, and there should be a clear distinction between the four levels. An alternative to points is using categories such as Exemplary, Proficient, In-progress, and Unsatisfactory.

For example, when asking students to make a map, show them three maps (online, or use former students' projects if you have done this activity previously). Ask students which one is the best and why. As they point out the good qualities, list them. When you get a complete list, i.e., use of color, print/font big enough, detail in drawings, lots of buildings, overhead perspective, not messy (or whatever the students like), then announce that an A map must have all those listed. Have students also help decide what elements a B must have, and so on. This only takes a few minutes, and the dividend is tremendous: not only do more students remember what elements the map must have, but they feel ownership for the grading scale. Parents will not question your grading of a child's product because the child will not question it, and students won't be able to validly claim they didn't know you wanted them to do such-and-such. And finally, you will have a student-written rubric or a checklist of student-produced descriptors that you use for grading. All you do is circle an element such as "Only has one street depicted" and you are justified in giving the project a C or D on that basis, as the students helped you decide.

Figure 6.3 is a rubric students helped me create for a project we did while reading *Candide*, a novel whose main character travels the world, always with a sidekick, and always having some negative experience that impels him to leave and go somewhere else. Students were given the choice of writing a new chapter, a poem, a postcard, a storyboard, or suggesting an alternative of their own devising. [ACTFL: Presentational, Intermediate Low, DOK 4] The first time I did this assignment, of course, I had no samples to show the students, but we did look at three postcards, short stories, storyboards, and narrative poems and discuss which was best and why. In subsequent years, of course, we looked at

the products from the first year. Using rubrics, the products get better every year.

I have a foolproof way to get students to propose any descriptor I want and which they don't think of, often things like "all facts accurate"

Figure 6.3 Rubric: Postcards



<p>An A postcard has:</p> <ul style="list-style-type: none"> A detailed color illustration, not necessarily hand drawn A salutation and closing, with signature* A destination address and addressee indicated At least five sentences Uses descriptive adjectives and colorful verbs In French, with no major errors in grammar and no more than one spelling error Indicates clearly Candide's opinion of this place Mentions Candide's companion and his/her actions 	<p>A C postcard has:</p> <ul style="list-style-type: none"> Black-and-white picture on card Only three sentences No salutation or signature More than two serious errors in grammar No description: generic "Having fun, wish you were here" type message Does not give Candide's opinion of this place
<p>A B postcard has:</p> <ul style="list-style-type: none"> A scene pictured which is generic or difficult to identify A closing, with signature, but no salutation Only four sentences One or two major grammar errors and more than one spelling error Describes Candide's actions only Does not describe the place visited Is vague or unclear about Candide's opinion of this place 	<p>A D postcard has:</p> <ul style="list-style-type: none"> Incomplete illustrations Incomplete sentences Handwriting that is difficult to read Serious errors in grammar or spelling Provides very little information about the destination <p>An F postcard has:</p> <ul style="list-style-type: none"> Words in English Illegible writing Many serious errors Less than three sentences

*Note: All postcards are from Candide . . . so put your name on the illustration!

or “spelled correctly”. Step one: I ask a popular student, “Don’t you think everything should be spelled correctly?” and when X agrees, step two: I ask another student who is part of X’s peer group to agree with X . . . then (step three) I ask the whole class, “Do you like X and Y’s idea that it should be spelled correctly?” and the majority will agree . . . and for the rest of the discussion and any time the rubric is mentioned, I call that one “X and Y’s suggestion” and no one remembers that it was my suggestion to begin with!! You must do all three steps, though, for this to work.

Give Notebook Quizzes

To encourage students to take notes on discussions and come prepared to class, try impromptu “notebook quizzes” [DOK 2]. These should be, as stated previously, brief, easy to correct, and unannounced. These take approximately ten minutes and may be graded by the teacher or the students. The first time, you may wish to give one as a “practice” to let students know the value you place on preparedness and organization and use Pair/Share or Roam around the Room so they can see each other’s organization methods, answers, and so on. Note: These are very compatible with virtual/online instruction (just remember to lock the quiz so students cannot Google the answer).

A typical notebook quiz might ask students to quote from a hand-out they were given in class and were supposed to keep or from notes on projects and reports given by classmates. It might also have them translate a vocabulary word discussed in class, ask or answer a question as practiced in class, give examples of a concept (grammar or cultural) practiced in class, or simply give the answer to a specific question from a homework assignment, quiz, or test that was checked or reviewed in class (a good way to check that a student corrected his or her paper as you went over the correct answers in class). Anything a student should have in notes or on a paper he or she should have kept would be material for a brief quiz. The “brief” timed aspect of the quiz also is to encourage organizing the notebook. If a student cannot find the material easily, then it is of little value to the student, as too much time would be spent searching for it.

An easy way to camouflage a notebook quiz is to give it in the form of a crossword or word search. This also can be timed.

A notebook quiz is a wonderful way to review for a test. Give students a quiz that is very similar to what the test will be and have them fill it out, using only their notes and not the text. This may be done on an individual basis or use Team Test (see the following).

I use notebook quizzes as part of students' participation grade. Some students' quizzes mirror their achievement on tests. Others score better on these than on tests, whether it is due to test anxiety or not memorizing enough things, but these quizzes help their overall average a little. The ones who get low scores and care enough, upon seeing their grade drop, begin to modify their behavior and organize their notes.

Team Test

In Team Test [DOK 2], after dividing the students into groups of mixed ability level, give each person a copy of the test and have them discuss and answer each question but only write on one copy. I usually designate the lowest-ability student as the secretary for the group as they usually need practice spelling, etc. and this will increase the student-teaching-student dynamic, but make sure they also answer some questions or they'll let the others do the thinking part; I like for them to take turns answering the questions. Everyone on the team must agree on the answer before it is written down. If this is review for a test, correct these in class, either by supplying an answer sheet, with students discussing why they got the wrong answer and how to do better next time, or through class discussion of the answers, using Numbered Heads.

In Numbered Heads [DOK 2], students in each group have a number, and the teacher calls out a question and a number, and the student in each group who has that number says the answer. Next, a student picked at random from those responding must explain the group's answer. If that student cannot do so, the group loses a point, as they did not make sure everyone in the group understood the answer. This method forestalls a group simply writing down whatever the brightest student in the group says, as each member is responsible for knowing every answer. Peer coaching, according to Glasser's scale (in Chapter 1), encourages long-term memory storage of information.

Team Test is also a really good follow-up when most of the class has performed poorly on an assessment. Instead of teacher-led review, put the students in teams, and, as a team, have them take *exactly the same test* as the day before. This time, they all contribute their answers and discuss what to write. Once they have all done this (and learned their mistakes), give back the tests. I have never had a single question about a grade when I have used this method. If you give "retake tests" (correctives), they have all just reviewed for the retake, and it could be given immediately.

This can also be Round Robin style (with each student answering one question, then passing the test to another, who reads their answer

and tells them if it is right or not, repeated until the whole test is filled out).

Give More Oral Assessments

With the increased emphasis on being able to communicate, it is important to incorporate listening and especially a speaking aspect in every unit. I like to use learning stations to practice what we are studying, and one station each time has to do a recording for me. They usually use a free app on their computer, such as Flipgrid, or phone my Google Voice account. At this station, students would be asked to do a brief speaking activity. Here are some examples:

- The student reads the times pictured on four clocks. [DOK 4]
- The student looks at four pictures of reflexive verb activities, accompanied by a subject pronoun, and says the correct verb for each, using the correct reflexive pronoun and ending. [DOK 1]
- The student picks up a card with four questions on it in English, i.e., asking the day, date, time, the student's birthday or favorite food, or whatever is in the unit. He or she answers the questions. [DOK 1]
- Looking at a picture, the student narrates a short story about it, using the past tenses. [DOK 4]
- Given a picture of a room, the student names objects seen in the picture. [DOK 1]
- The student looks at a picture of a place. He or she names the place, says he or she is going there, and details what he or she is going to do there. [DOK 1]

Journals

Journals are useful tools for the world language classroom [DOK 2]. Students must think, translate, consider grammar issues, and write their thoughts for others to read. Journal entries could be to reflect on what is being read in class or to discuss issues that pertain to what will happen in the next section of the reading, such as cultural differences or values (i.e., "Which is more important, family or friends?"). Having students reread their own journal entries is also reading practice, and looking over earlier writings will show them their improvement, too.

For classrooms based on CI (Comprehensible Input), instead of journals, a timed free write (see Figure 6.4) is often used. Students are given

a specific time and a number of words expected, with a prompt, and turned loose to write. Spelling and grammar don't "count" on a free write, but the teacher will often address common errors as a follow-up. Students are also often asked to follow and/or chart their word counts and to reflect on what they could do to improve or on reasons for their success.

Portfolios

My school does not require portfolios, but I like to have students keep things they have written for several reasons. Literature projects make really good additions to portfolios, as the projects usually require reflection, research, and creativity, and, since students usually enjoy them, they choose these to put in their portfolio.

Portfolio items are also good things to have on hand to show parents at conference time. When a student accompanies his or her parent to the conference, I always have the student share some writing, showing and commenting on each item to the parent, as I sit by. Students enjoy doing this, and parents are impressed.

However, portfolios are also excellent to use as a means of assessment, especially as part of a semester grade. Here is a partial list of items you might wish to have students put in a portfolio:

- A brief statement, perhaps in English (depending on the level), the student writes the first day stating why he or she is taking the class and goals for this year.
- Periodic self-evaluations like Figure 6.5.
- At least two of the following:
 - Video or audio recordings of a speech, skit, or presentation, made especially for the portfolio.
 - An A paper, quiz, or test.
 - A drawing they have done as part of an assignment.
 - Their favorite creative writing assignment, all errors corrected, recopied for the portfolio.
- In addition to the student's work, a self/peer/teacher assessment could be included, such as Figure 6.6.

Portfolios are good to review at the end of a year's studies to see what was accomplished and how much progress has been made.

Figure 6.4 Timed free write

Nom _____	
_____	5
_____	10
_____	15
_____	20
_____	25
_____	30
_____	35
_____	40
_____	45
_____	50
_____	55
_____	60
_____	65
_____	70
_____	75
_____	80
_____	85
_____	90
_____	95
_____	100


Figure 6.5 Self-evaluation questionnaire

Level 1 Semester 1 [DOK 1 to fill it out]

Name _____

Rate yourself on a scale from 0 to 4, with 0 = can't do, 1 = rarely, 2 = sometimes, 3 = often, and 4 = easily

I can tell the following in French:

my first and last names	0	1	2	3	4
my birthday	0	1	2	3	4
where I live	0	1	2	3	4
about my family	0	1	2	3	4
about things I like	0	1	2	3	4
about my city	0	1	2	3	4
about my country	0	1	2	3	4
the time, day and date	0	1	2	3	4
the weather	0	1	2	3	4
what we are wearing	0	1	2	3	4
about a typical day in my life	0	1	2	3	4

I can understand and answer questions about:

sports	0	1	2	3	4
my leisure activities	0	1	2	3	4
food I would like to order	0	1	2	3	4
things I want to buy	0	1	2	3	4
how I feel	0	1	2	3	4
school studies	0	1	2	3	4

I can ask questions about:

directions (where things are)	0	1	2	3	4
ask someone to repeat a word	0	1	2	3	4
ask someone to define a word	0	1	2	3	4
inviting someone	0	1	2	3	4
what someone else likes	0	1	2	3	4

I can:

write a letter about myself	0	1	2	3	4
agree or disagree with someone	0	1	2	3	4
understand a short conversation	0	1	2	3	4
read a short paragraph	0	1	2	3	4
write the correct endings on verbs	0	1	2	3	4
correctly use gender with nouns	0	1	2	3	4
correctly use adjectives	0	1	2	3	4

Behavior

I came to class on time.	0	1	2	3	4
I came to class prepared.	0	1	2	3	4
I was courteous to classmates.	0	1	2	3	4
I asked others for help, not answers.	0	1	2	3	4
I helped others participate.	0	1	2	3	4



Figure 6.6 Tourism brochure assessment sheet

Check that each element is present and completed.

Element	Self	Peer (Initials_____)	Teacher
Cover illustration and logo	_____	_____	_____
Map (locates site)	_____	_____	_____
Description of site	_____	_____	_____
List of amenities	_____	_____	_____
List of activities	_____	_____	_____
Complete sentences	_____	_____	_____
Verb endings correct	_____	_____	_____
No gender errors	_____	_____	_____
Pleasing layout/look	_____	_____	_____
Additional information given	_____	_____	_____

Each element is worth 10 points for a total of 100 points. Consult rubric for grading information.

7

Adding Active Learning to Technology Use and Final Thoughts on Active Learning

With the pandemic and ensuing quarantine, many of us have found and adapted technology for world language instruction, but most tech tools available are not very active. In fact, research shows that typing words does not add them to long-term memory like handwritten work. And many of us have found that students do not learn as well using virtual work; I suspect it is because there is little active learning involved.

I think that one of the reasons is that, at first, we tried to translate our face-to-face activities into online ones. Active use of technology does *not* involve digitized worksheets, apps, and software that just present and/or practice basic skills or ask students to read or watch content; there is little to no impact on student learning, and they are boring.

I also find that that games, in particular, though more enjoyable and admittedly engaging for and beloved by students, are not the best use of class time. In games like Gimkit or Blooket or other arcade-type games, about two-thirds of the time is spent in non-target-language (TL) activity; instructions, power-ups, etc. are not in the target language, and questions in the TL are only an obstacle to being able to fish or shoot, etc. Very few online games are available in a language other than English.

Adapting Common Online Activities for Active Learning

What is needed is “learning by doing”. Learning by doing is actually a synonym for active learning. There are many examples of activities that can be adapted to use active learning, including but not limited to:

- Assessments
- Readings
- Discussions
- Writings
- Projects
- Demonstrations or presentations with questioning
- Videos
- Games
- Online “field trips”
- Role-play
- Simulations

Here are one or two specific suggestions for each of the prior activities (author’s note: I will name apps and sites I have used but am sure there are many more out there that are equally good):

Assessments: Incorporate more active features, such as drag and drop (also called tap and place), as found in Nearpod, Schoology, and other sites for giving answers such as filling in blanks or sorting things into categories such as gender, indoor/outdoor activities, fruits and vegetables, and many more (I have made my own in Google Docs using a YouTube tutorial). Another active aspect to add to an assessment, formative or summative, would be drawing a visual representation of a reading passage or vocabulary word or phrase, or to illustrate relationships between topics studied, using Google Drawings or other drawing tools. Also, some of the other categories here have suggestions that could be used as portions of assessments.

Readings: The first active learning activity that occurs to me is an online chat about what was read, to debate which character is best, share an “aha” moment or a favorite passage, and more. I also have students pick a passage, short or long, and use Flipgrid to video them doing a dramatic reading of that passage (note: you can make Flipgrid visible to classmates for their comments, via icons, words, or video replies, or lock it so you are the only one to see it if your

students are shy about others seeing them). I have also used timeline creators for students to track the events in a story or book. Both Canva and Google have free templates that are easy to use.

Discussions: With our pen pals, we have used VoiceThread (free, though postings are limited in quantity in the free version) to post pictures, videos, and texts. We have shown them our school, our homes, Christmas traditions, and also talked about likes and dislikes. They can also post comments, questions, and their own photos or videos . . . and we can reply. We have also used Padlet (an online blackboard-like app, also limited in the free version) for similar communications. Flipgrid (see prior) also works well for speaking, though not in real time. Of course, to talk in “real time” there is always Google Meet, Zoom, and similar live meetings.

Writing: I love story generators (see resources later in chapter) which generate random pictures to spark inspiration for beginning a story. A mapping app will help students brainstorm and organize their thoughts before beginning. Wikis and shared documents can be used for collaborative writing assignments. Feedback apps such as Orange Slice enable students to react to feedback given (by teacher or peers) and modify their work. Bulletin board sites like Padlet allow students to display their work for others to read and react to—for example, you could have everyone post their first paragraph and tell each other if the topic is clear, interesting, or detailed enough, etc.

Projects, group or individual: Technology to increase active participation would include, of course, shared documents where they can collaborate, reading each other’s and contributing their own. Project-based learning involves writing, talking, problem solving, and reflecting, all active learning strategies, and all of which can be done using the formats discussed prior and others. Using technology means they can collaborate with people not physically in the classroom or even the country. I like to try to require finding an authority or mentor not a part of our school system (with my moderation to avoid unfortunate relationships or to help find such a person and solicit their participation). We have contacted performers, authors, and overseas educators, as well as pen pals, for their input (via answering questions or a survey).

Demonstrations/presentations: These are generally teacher centered, and so the key is to ask students to react: give them a form that asks them to complete a sentence or two that begin with things like: “I was surprised that . . .”, “I learned that . . .”, “I wonder about . . .”, and similar things. They could do this on paper or in a chat area, individually

or after discussion with a partner. I like to include an extra column for them to write additional information gained from discussion.

Videos: Videos are inherently active learning incarnate, both in front of and behind the camera, in the planning and editing. But how about asking students to watch a video that is already made? Make that more active by asking them to view it with a critical eye: to react to the video by rating it using a form you provide or giving them a specific topic to look for and report back about following the video. Here's an example: while watching a video set in the Middle Ages, I had students pick a topic—dress, food, architecture, religion, or social structure—and they took notes on that aspect and then presented those to a group composed of one student from each topic. Research shows that students given a goal and expected outcome from watching a video notice and remember much more of the video's content than those who simply watch the video.

Games: A game is an exercise that has a winner or winners. The competition aspect is frequently what differentiates a game from a simulation. Active learning must be enabled when the game is designed: does it involve decision-making (not just answering questions)? Games that require participants to assemble parts of things into a whole, sort words into categories, or cooperate to achieve a common goal (such as Quizlet live or any team game) would qualify as active learning. But are these educational? I try to choose games where instructions can be in the target language (Quizlet Live offers French) and where the questions to be answered are not merely obstacles to gaining more time to play. One of my students' favorites is Akinator, a free site that works on phones and on computers (available in many languages). He is a genie who tries to guess the person or object you are thinking of by asking questions in the TL. This is great reading practice and really reinforces and teaches the question words. Students are thrilled and astonished when he seems to read their mind and pops up a picture of Nebuchadnezzar (or whomever they are thinking of). Quia.com also lets you put everything in the TL, with games like Millionaire, Hangman, and more. Conjuguemos.com has many customizable (you select tenses, words) activities that students enjoy and in which they spend much more time using the language than on some other sites.

Field trips: Technology has opened all sorts of new avenues for virtual field trips. You can use Google Maps to drop the little man icon onto a street anywhere and walk down the street. When studying Paris, not only do we visit monuments and museums (and sometimes enter

them), but we can locate a nearby café and read its menu and see what other things are nearby. We have visited our pen pal’s school campus.

Role-play: In a role-play students will assume another identity—for example, a character in a book you are reading or in a video. Have them fill out a Fakebook (like Facebook) page, or have a historical character have a text message “war” with a contemporary using a fake text message site. Creative things like this are something students enjoy doing and don’t mind sharing with peers.

Simulations: See next section.

Strategies to Generate and Encourage Active Learning Online

So, how do we accomplish this? Using the ideas roughly arranged according to Bloom’s taxonomy, we would choose technology to have students actively:

manipulate,
communicate,
support,
design,
create, and
simulate

using the target language.

Manipulate

This is as basic as having them spellcheck something; they must evaluate whether to accept the suggestion or not. More complex is using a thesaurus or online dictionary (see Chapter 3 on dictionary use ideas).

For an activity that takes a bit longer, a concept-mapping tool such as the one in Canva or the free site MindMup could be used to outline a chapter or the main events in something read or viewed. I have also used MindMup and a word cloud maker (such as MonkeyLearn or Wordle) to have students manipulate vocabulary: for a family unit, I asked for all the descriptive words they would need to tell me about their family members’ looks, personality, etc. and made those into a word cloud. Then, giving them a copy of the word cloud, I asked them to make a map, grouping the words into logical categories and linking them to make it easy to put together a sentence.

Communicate

There are many forms of communication, written, oral, listening, visual, short, or long . . . and all are active and well suited for using technology.

As stated previously, Flipgrid is a site where students post videos and view those of others, reacting to them. Padlet and VoiceThread are sites where video or text may be posted or reacted to and those reactions responded to; the give-and-take aspect as well as the public display encourage both active participation and a higher level of achievement.

If you have ever used the One-Minute Write at the end of a class period (or the Muddiest Point/most confusing thing), consider using the One-Minute Video instead. I suggest Flipgrid.

My students are currently doing a project that involves using Twitter and/or Instagram. The Beijing Winter Olympics are on, and we found all the names of the Francophone (French-speaking) countries participating and what athletes they were sending. Students then chose an athlete, sending him or her a message of congratulations for their selection and wishing them success. I gave students a program for the events over the 16-day period and asked them to track their athlete's participation. Most of the lesser-known athletes were very happy to receive a message and responded. Each day in class I ask for an update on the results, and if possible, we watch a short video of the athlete competing. We have also received replies to tweets and postings from some of our favorite TL musicians. Very exciting!

Another presentational communication project that I enjoy is asking my students, after finals are over, to pass on tips and suggestions to next year's students as well as comment on topics, concepts, and activities that they enjoyed. This asks students to analyze and synthesize everything we did all year in the course, and I have them usually record their thoughts on a Flipgrid. Then, the following fall, I give new students a link to the videos and have them view them.

Active listening is also a good strategy to teach. There are four rules: no distractions and make eye contact, nod or paraphrase/summarize periodically, give feedback, and don't interrupt with questions.

Breakout rooms are a great way to enable discussion, with a question prompt and a specific time limit, using a Think/Pair/Share format.

Polls/surveys (SurveyMonkey is easy to use) can be used as: ice-breakers (Why did you take this language? What did you do over break? What is your favorite type of music?), to find out what students already know (name as many Spanish/French/German/Chinese foods you know), to assess opinion on an issue (What do you think will happen next in the story?), to choose what to do next based on student reflection

about the past unit, and to get feedback (What type of activity that we did helped you most?).

Another fun visual idea: “Shame” photos to practice past tense: Google that and you will see lots of photos of pets who did bad things, like shred all the toilet paper during the pandemic shortage. Have students take photos of classmates and think of silly or outrageous (but untrue) things they did and make a Shame meme.

Avatars are very popular now: have them create an avatar that talks for them on the Voki or Blabberize site and send it to you. It motivates students usually unwilling to talk!

And last but not least, using Zoom or Skype or Google Meet allows students to connect with professionals (such as authors, scientists, and perhaps a class in a TL country), which can be a thrilling experience.

Support

Research on the Internet per se is not active, but if you ask students to evaluate that research (How recent is the information? Is this site biased? Is one site better than another?), not only is that a life skill, but it is now active learning.

Ask your students to support their own ideas with those of others, found online.

Ask your students to find and contact someone who knows a lot about a topic and have them answer a few questions, then have students incorporate that experience into a project, report, or story. Many authors do lots of research, even for fictional works.

Try a digital scavenger hunt or digital idea board or collage where students find or create media (images, video, or audio) that represent a topic being studied.

Design

Canva, Google, and probably other common sites offer templates that students can use to design brochures, invitations, announcements, and more. My level 1 students design a brochure for a site to visit in Paris and then use that brochure to talk with classmates about why they should go see that place. My level 2 students send me a party invitation, and later, when we learn to talk about our daily routine, they develop a new product (toothpaste, soap, etc.) and create an advertising campaign for it. As part of a career unit, my level 3 students create a brochure for a local business that some businesses have actually printed and had available for visitors! For that, they must interview the business owner to see what they would like to have featured and visit the site to take photos, etc.

Students can also create collaborative slide shows. Create a slide show, share it with students and assign each to make a slide. This is great with absolutely as a topic.

Design can also be creative: I have asked students to design a machine to “manufacture” a verb tense—what must happen to the verb to transform it from the dictionary form to the desired one. That same concept could also be done as a flow chart, using the shapes and connectors available in Word or Google.

Create

Have your students create visuals. I have mine design a TV dinner box cover for a specific audience: thin people, aliens, cats, or whatever. It includes pictures and a description of the contents, as well as calories and nutritional information, all in the target language. Have them make an interactive timeline using a timeline generator or a photo with links embedded in it. I do a unit on the film *Kirikou and the Sorceress* using ThingLink that takes students to various sites in Senegal, an art exhibit, a musical performance, an activity that asks them to draw something they have read about, a weather map, and other places. They can create something like that for a topic of their choice once they have seen an example, or you could ask them to create something (a poem, an online collage, a LittleBook, or another product) that synthesizes what they saw in those links.

As a midterm after a unit of simulations of travel experiences (checking into a hotel, going shopping, on the subway, to a movie, and so on), my students create a Travelers Tips for Teens type activity.

Students can create a performance; mine did a flash mob for National Foreign Language Week. Others wrote a skit we could go perform at a nearby elementary school, in the TL, with a video presentation to show alongside the English translation (and, of course, they wrote the script using technology and collaboration). You can also have them create and video record a song or a rap that a character in a reading might have created.

Simulate

Simulations are where students take on roles that real people have. Of course, the one everyone knows about is to plan a trip to another country, finding hotels, restaurants, and activities. But here are some other suggestions: You can send them online to shop for an outfit to wear to a specific event or destination. They will need to consider cost and style, take a photo of their “cart”, and submit it. They can also shop for food for a party, choose a tattoo or a new hair style, furnish a bedroom,

send a birthday or holiday greeting card, and many more things on a TL site while reading the language, converting prices so they know if it is affordable, etc.

Virtual field trips are also very nice. Students can visit castles, churches, museums, historical sites, and many more things (we went to a variety of schools and then compared/contrasted them with our own).

Don't forget online forms. I have had students read "Help Wanted" ads and fill out job applications (but not submit them, just take a screenshot for me to see). There are dating apps if that is something that would interest them.

I like to do digital escape rooms also, which are all the rage right now. There are many available for purchase on Teachers Pay Teachers, but there are sites that will help you write your own, such as: www.cta.org/educator/posts/create-a-virtual-escape-room.

Scavenger hunts are also very engaging. I like to choose a small town in a TL country and use Google Earth. I choose a small town because Google doesn't redo those as often and then this activity will work for several years before they take new photos. Start by putting a pin down in the center of town and give students something to look around and find (example: a man in a blue coat getting into a brown car—written in the TL, of course). When the student or team has located it, they will raise their hands and you will give them the next clue (walk down a side street past a café until you find a green house with a ladder propped in front of it), and so on. Make it a race!

SAMR

The SAMR (Substitution, Augmentation, Modification, and Redefinition) model, often visually shown as stair steps, shows how best to incorporate technology into the teaching/learning process. There is a good video about this at: www.youtube.com/watch?v=_QOsz4AaZ2k. The bottom level, Substitution, is merely substituting technology for a non-tech strategy, such as typing on a Google doc instead of writing on paper or using a slide show, which is just another form of lecture. This aspect of SAMR is really not possible to make active unless the non-tech activity was an active one—for example, instead of performing a task like flipping a crepe in the air in real life, posting a video of yourself doing it would be substitution, but the activity is still performed. Most substitution activities, however, cannot be active *unless* the task is not possible without technology. This takes time and thought.

Augmentation is an enhancement strategy. It is still substituting but with added features that improve the student experience. An example might be taking notes but then tagging and organizing them using technology.

Modification is the first step in transforming lessons using technology: redesign of both the lesson and the desired outcome. Continuing the note-taking idea, using Padlet or even just a shared Google doc to post their notes and allow other students to add to them, comment on them, and collaborate, with you as moderator to praise, clear up misunderstandings, and give hints and directions, is an example of Modification.

Redefinition is the highest level of transformation and asks students to perform tasks never before possible without technology. This also would involve situations where there is immediate feedback or evaluation, with an opportunity for students to adjust their activity in view of the feedback and receive further feedback, something technology excels at.

Good Resources

Here are some good technology resources for world languages in active learning.

For Teachers

Random name selector: www.classtools.net/random-name-picker/ Can be used to select students to perform tasks, or you can input vocabulary and have it randomly select words to use in a story, sentence, poem, etc. I usually use the ClassTools site because it also has a lot of other things to use, like a word search or crossword generator and more.

ThingLink: www.thinglink.com/ Take any photo and make it the starting point for a scavenger hunt or exploration of a unit by linking documents, videos, and sites to it.

My Free Bingo Cards: <https://myfreebingocards.com/bingo-card-generator/edit/h8gfu> Make your own Bingo cards, in Spanish and other languages.

MonkeyLearn: <https://monkeylearn.com/word-cloud/> Free word cloud generator.

Awkward Family Photos: <https://awkwardfamilyphotos.com/> Just like it sounds: family photos to talk or write about.

Textivate: <https://www.textivate.com/> An online platform that creates a variety of games and activities based on a single text selection.

For students

Padlet: <https://padlet.com/> An online noticeboard; students can post pictures, text or videos for everyone to see. Free version is limited to just a few padlets.

Flipgrid: <https://info.flipgrid.com/> A very easy-to-use platform for video or voice recording.

Blabberize: <https://blabberize.com/> Hilarious site that allows you to turn any photo into a talking presentation using your own voice. Just position the mouth where you want it, and the lips will automatically follow the recording you upload.

Voki: <https://1-www.voki.com/> Free avatar maker that uses the student's voice. They can record using many different types of tech, including their phone. I prefer this one because it is designed for education and is safe and secure/private.

Story starters: www.bookwidgets.com/play/AE3NJQ Randomly selects elements to incorporate into a story; great for indecisive students or slow starters.

Fakebook: www.classtools.net/FB/home-page Make a page for a real or fictional character in the TL.

Fake text message generator: <https://ifaketextmessage.com/5g9e/> Create a texting conversation in the TL; looks just like the screen on a real phone.

Final Thoughts

I often feel amazed by the variety and quantity of resources out there and wish I could try them all, but I can't. This book is full of tried-and-true activities, but I would urge you to consider several things when implementing them.

1. *Don't overwhelm yourself.* Find an activity that fits your teaching style/comfort level. If it doesn't, mark it as "explore later" and find something you can easily use right now. Prioritize, and take things slowly. Choose one class and one activity and make it yours. Try it until it works well for you . . . and only then try another. Baby steps get to the same location as giant ones, and they are much easier to take!
2. *Consider your students' learning styles as well as your own.* While we do want them to expand their skills, active learning should make things easier for them, not frustrate them. Don't forget their interests

as well. I love the saying: If fishing, with what should you bait the hook: something you like, or something the fish likes?

3. *Always have the end in mind.* What learning outcome are you seeking? Make sure your selections are aimed at the target standards. Use backward planning for every lesson.
4. *Don't compare yourself unfavorably with other teachers who have used active learning for years.* It may seem that they are doing wonderful things in their classroom . . . but remember you are not seeing them at the beginning of their professional stories; you are seeing them far into their journey as an educator.
5. *Don't go it alone.* There are lots of personal learning network (PLN) communities out there for world language teachers (who are often singletons in their school) and loads of material out there that is ready to use (and free). Teachers love to share and help each other. Join a Twitter group like #langchat and pick their brains, share your successes, etc. There are great Facebook groups for all the languages, as well as project-based learning (PBL), CI, and more, and I am a long-time member of FLTEACH, both on Facebook and via email <http://web.cortland.edu/flteach/index.html>. I would love to see you tweet or post your use of my activities in your classroom and suggest modifications and resources: get active, both in the classroom and online!

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