

Level Up!

Strategies to Guide Learners Up Levels Virtually

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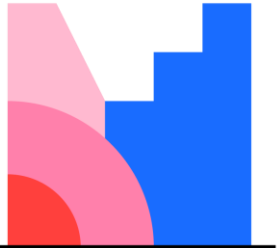


- Acquire strategies to help learners move up proficiency levels.
- Learn ways to
 - teach elaboration (to be more specific and descriptive)
 - narration (connecting ideas and sentences)
 - techniques for asking follow-up questions that maintain and sustain conversations



AGENDA

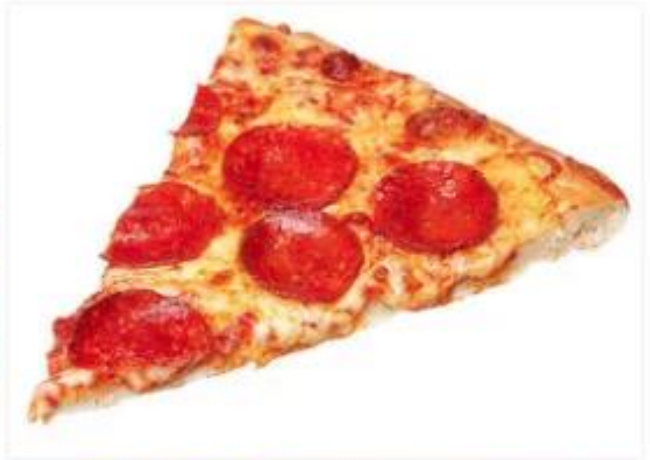
- 3:30 - Icebreaker
- 3:35 - What is the goal?
- 3:40 - How to Level Up
- 3:50 - Activities
- 4:25 - Feedback



Mentimeter

**Go to MENTI.COM
use code 98 92 90**

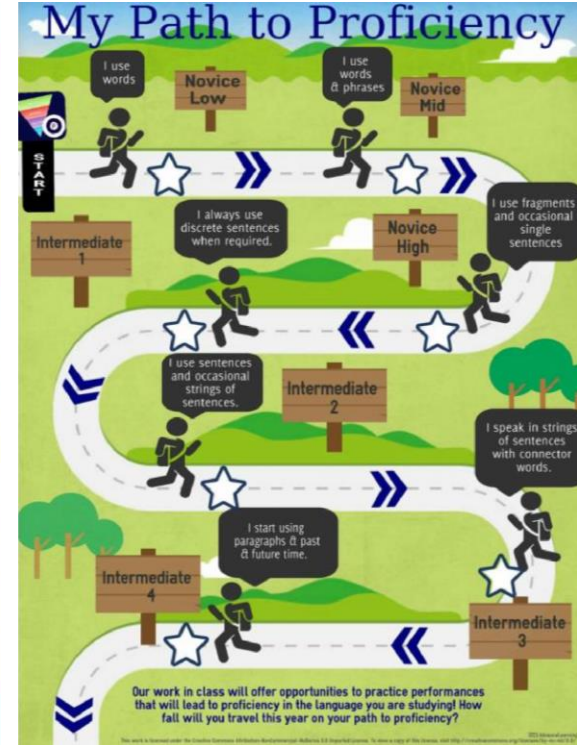
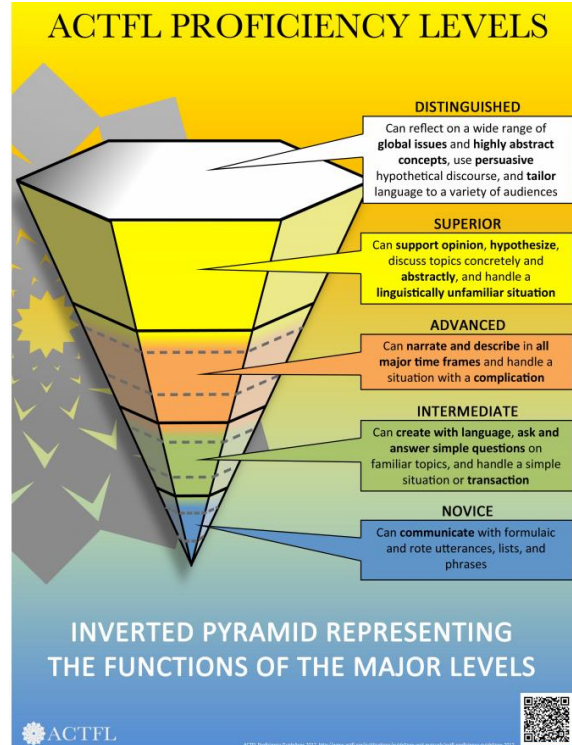
**Eliminate one for
the rest of your
life!**



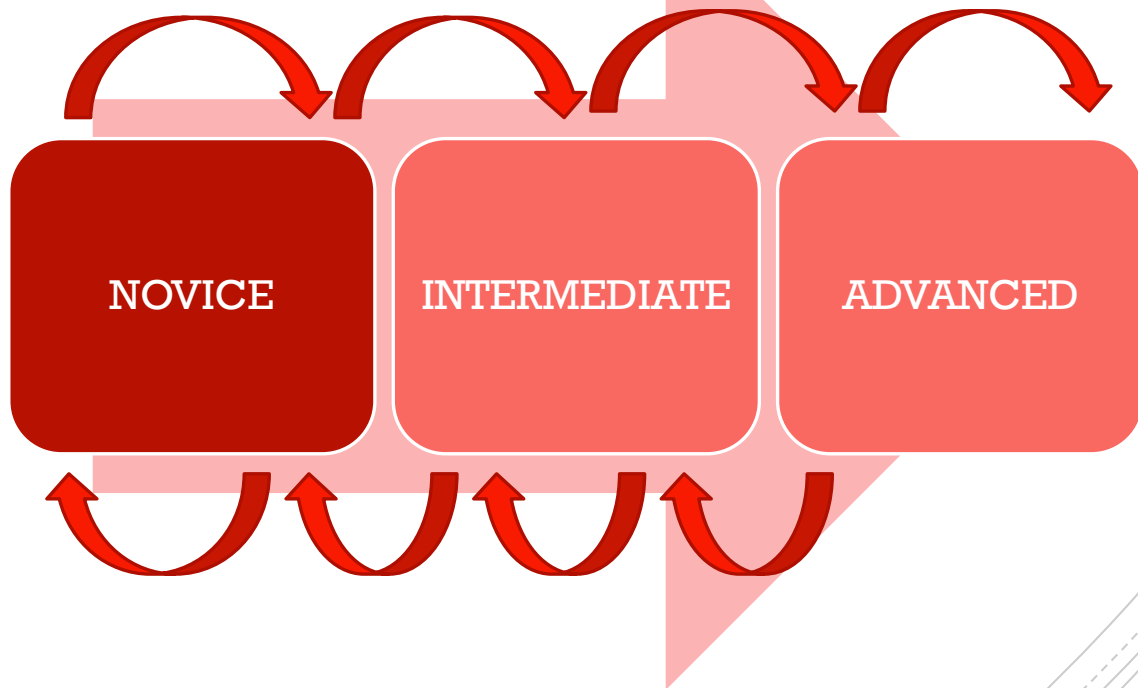


WHAT IS THE GOAL

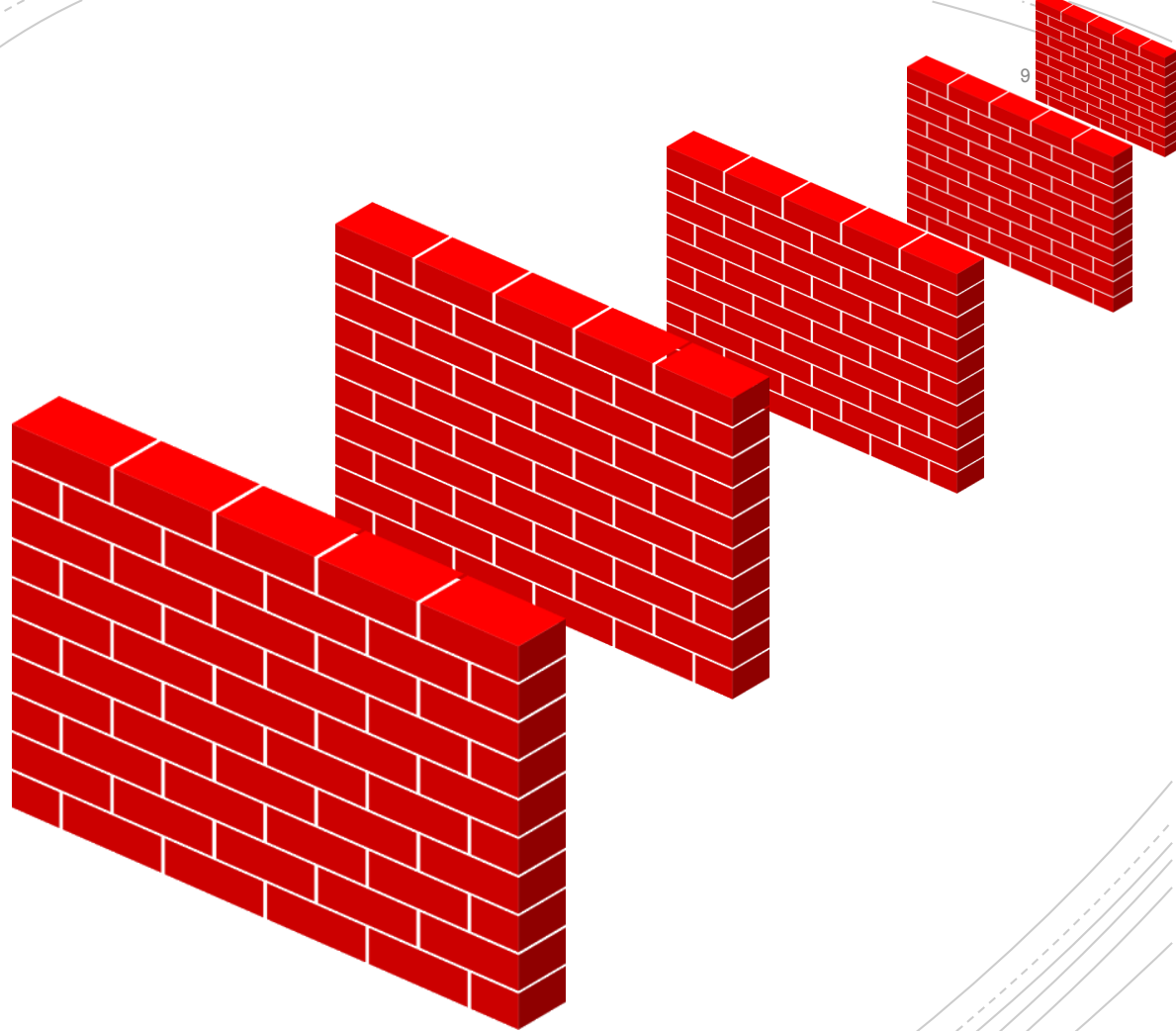
REALITY OF PROFICIENCY



CYCLE OF LEARNING



Language Walls





**HOW TO GET TO THE
NEXT LEVEL?**

**Quantity and
Organization
of Language
Expands**

Extended Cogent Discourse

Multiple Paragraphs

Single Paragraphs

Connected Sentences

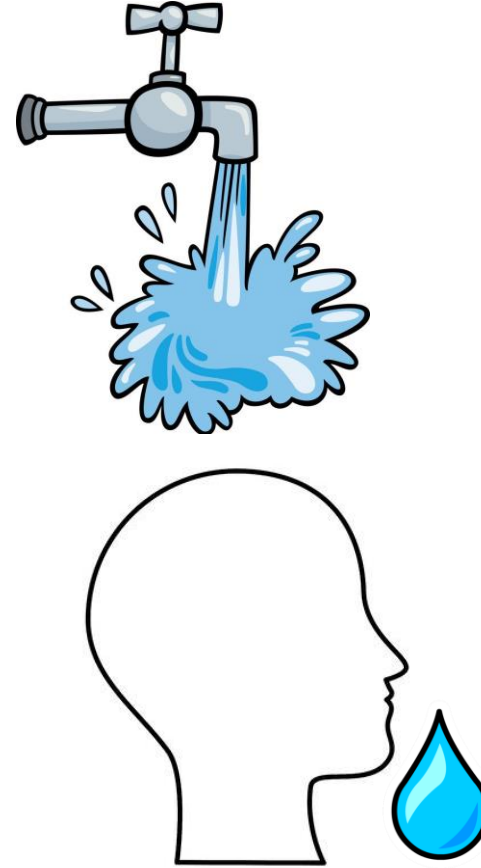
Strings of Sentences

Discrete Sentences

Words and Phrases

Isolated Words

**INPUT to
OUTPUT**



Key Factors

- ✓ Input before output
- ✓ Meaningful language
- ✓ Rich in linguistic value
- ✓ Embedded in cultural context

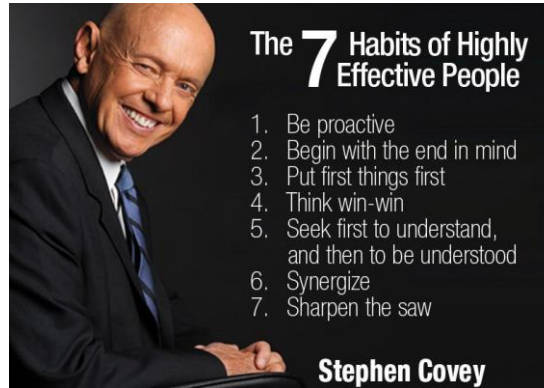


REAL

- **RISK (AND CELEBRATIONS)**
- **EXPRESSION (GET THEM TALKING)**
- **ACTION (VARIETY OF RESOURCES)**
- **LAUGHTER (EFFECTIVE FILTER)**
 - **GIFs, Memes, Funny Stories**

Backwards Design

- Backwards design
- Share with Students



"BEGIN
WITH THE END
IN MIND."

~STEVEN COVEY

Learning Targets

- Poll sign in
 - What is the learning target?
 - What is our proficiency level benchmark?
- Ask 3 students
- Draw it on the whiteboard – have them guess it
- Hangman the main WORD/CONCEPT for the lesson
- Have them tell YOU why the LT is important

- What do we want our learners to know and to be able to do in the end?
 - Content and Skill
- How will we know what they have learned?
- What will we do to meet them where they are and move them onward from there?

Planning for the Unit of Study

Asynchronous

INTERPRETIVE:

- Reading
- Listening

INTERPERSONAL:

- Speaking
- Writing

PRESENTATIONAL:

- Speaking
- Writing

Synchronous

INTERPERSONAL:

- Writing
- **Speaking**

INTERPRETIVE:

- **Listening**

REFLECTION

**What is a main takeaway from
this first section?**

**Go to MENTI.COM
use code 98 92 90**



ACTIVITIES

Questions

Questions, Questions...

- Cycle through typical personal questions in the first and second years to transition to more complex questions later on.

Shopping:

- Who did you go with?
- Why did you go?
- What did you buy?
- Where did you go?
- When did you go?



¿Qué Prefieres?

Me gusta jugar

¿Qué?

Me gusta jugar baloncesto

¿Cuándo?

Después la escuela, me gusta jugar baloncesto.

¿Dónde?

Después la escuela, me gusta jugar baloncesto, en el parque.

¿Con quién?

Después la escuela, me gusta jugar baloncesto, en el parque con mis amigos.

¿Cómo es?

Mi familia es grande.

¿Cuántos?

Mi familia es grande porque hay ocho personas.

¿Cómo es?

Mi familia es grande y graciosa porque hay ocho personas dinámicas.

¿Por qué?

Mi familia es grande y graciosa porque hay ocho personas dinámicas quienes le gusta bromear. =

Hierarchy of Questions

What if....?	What if all young people completed high school, how would the would be different? ²³
Can you tell me about...?	Can you tell me about a class that was very valuable to you?
Can you describe....?	Can you describe a good education?
How? Why?	Why is a school a basic right for all children?
What? When? Where? Who?	When does the school year begin in (X)? Who can go to school in (X)?
Either/or	Do you like science classes or history classes?
Which...?	Which class schedule do you prefer, the schedule from (X) or yours?
Yes/no	Do all students in (X) go to high school?



What if....?	What if all young people completed high school, how would the world be different? 24
Can you tell me about...?	Can you tell me about a class that was very valuable to you?
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Either/or	Do you like science classes or history classes?
Which...?	Which class schedule do you prefer, the schedule from (X) or yours?
Yes/no	Do all students in (X) go to high school?

DOK Levels

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

20 Questions – Spanish

- ¿Es _____? (objeto/ lugar/ animal/ comida/ ropa)
- ¿Es _____? (Plástico/ electrónico/ natural/ rojo/ metal)
- ¿Es más grande que _____? Is it bigger than.....?
- ¿Es más pequeño que _____? Is it smaller than....?
- ¿Está en _____? Is it in _____? (location)
- ¿Está vivo/ muerto? Is it alive/ dead?
- ¿Se usa en la escuela/ la casa/ el trabajo?
- Do you use it at school/ home/work?



20 Questions – French

- C'est un _____? (objet/endroit/animal/aliment/habit)
- C'est _____? (en plastique/ électrique/ naturel/ rouge/ en métal)
- C'est plus grand que _____? Is it bigger than.....?
- C'est plus petit que _____? Is it smaller than....?
- Est-ce qu'il se trouve _____? Is it located...? (location)
- C'est vivant ou mort? Is it alive/ dead?
- Est-ce qu'on l'utilise _____ (à l'école/à la maison/au travail)?
- Do you use it at school/ home/work?

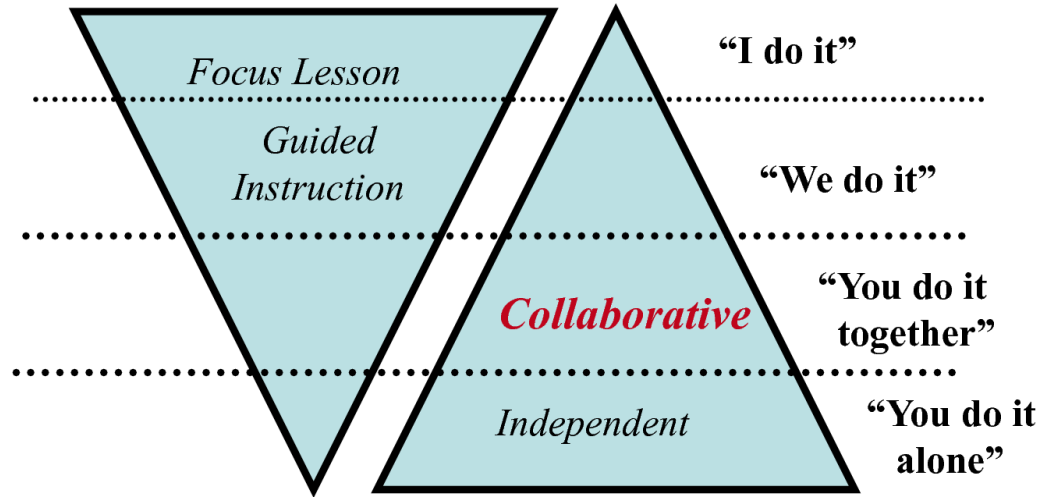
20 Questions – Chinese

- 这是_____? (东西吗/ 地方吗/ 动物吗 / 食物吗 / 衣服吗)
- 这是_____? (塑料吗/ 电子用品吗/ 红色吗/ 金属吗/ 自然物品吗)
- 这比_____大吗? Is it bigger than.....?
- 这比_____小吗? Is it smaller than....?
- 在_____吗? Is it in _____? (location)
- 这是活的, 还是死的? Is it alive/ dead?
- 你在学校/ 家里/ 工作地方用它?
- Do you use it at school/ home/work?



Gradual Release

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Story Telling

- Story (model the language)
 - Create with the language PROVIDED
 - Language chunks in sentence Strips
 - Re tell the story
- Create with the language ON THEIR OWN
- Brown Bear. Brown Bear
 - Kids can say what they see in their room.

F Rana verde,
n Rana verde,
¿ ¿qué ves ahí?

Veo un gato morado
que me mira a mí.



**Gato morado,
Gato morado,
¿qué ves ahí?**



**Veo un perro blanco
Que me mira a mi.**

**Perro blanco,
Perro blanco,
¿qué ves ahí?**



**Veo una oveja negra
Que me mira a mí.**

**Oveja negra,
oveja negra
¿qué ves
ahí?**



**Veo un pez
dorado
Que me mira a
mi.**



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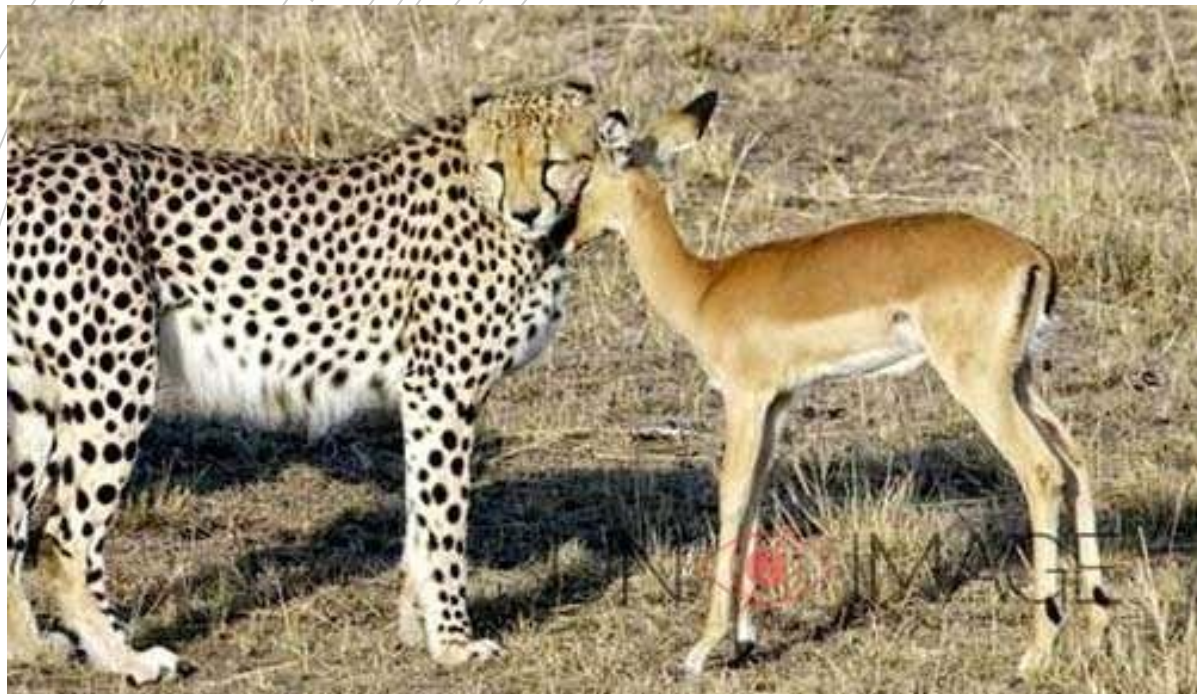


BEFORE



AFTER

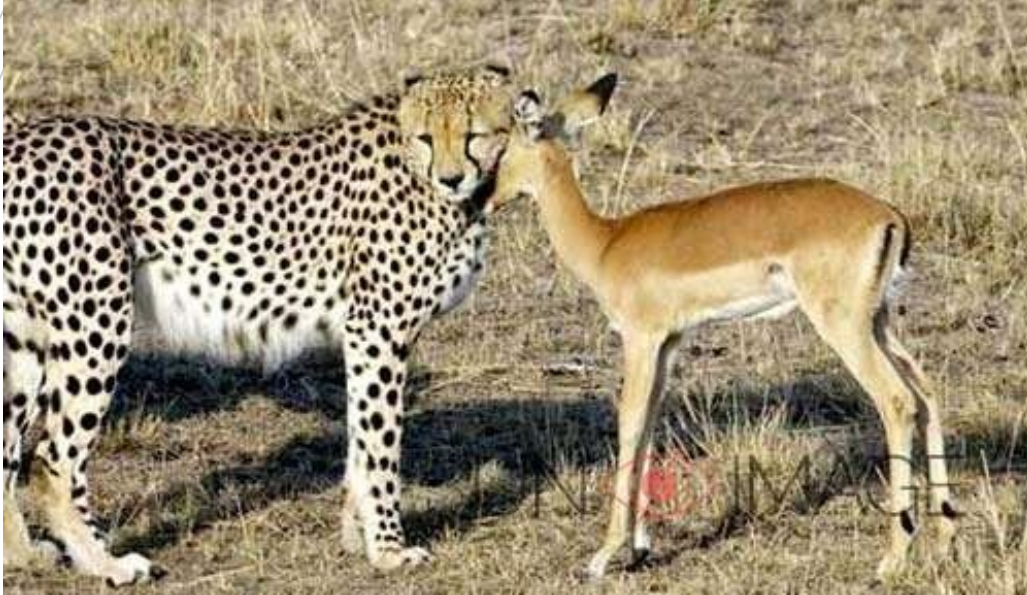
Vocabulary



padlet



- Describe this image with ONE word.



padlet



Now, write a sentence using several of the provided words.

Circumlocution

Useful Phrases

- Es Para – is for
- Simular a – similar to
- Opuesto de – opposite of
- Este/Esta es – this is
- Es cuando – it's when
- Es una cosa para – it's a thing for
- Es un lugar para – it's a place for
- Es en – it's in
- Hay – there is/there are
- Tiene – it has

I can talk/write my way around an unknown word/phrase using words/phrases I know.

BELOW	APPROACHING	MEETS	EXCEEDS
Teacher and/or students <u>cannot</u> understand the word/phrase I am describing.	Teacher and/or students can <u>barely understand</u> the word/phrase I am describing. They may have to ask follow up questions or need more detail as they can't quite figure out the word.	Teacher and/or students can <u>somewhat</u> understand the word/phrase I am describing.	Teacher and/or students can <u>easily</u> understand the word/phrase I am describing.






Es...

→ Una persona 

→ Un animal 

→ Un lugar/ sitio 

→ Una cosa (thing)/ Un objeto (object) 

→ Un personaje (character)

Es... un hombre/ una mujer/ un niño/ una niña

- **Actor**
- **Médico**
- **Cantante/ músico**
- **Presidente**
- **Artista**
- **Abogado** (lawyer)
- **político**
- **Científico**
- **Estudiante**
- **Activista**

- Inteligente -- tonto**
- Energético -- tranquilo**
- Simpático -- antipático**
- Generoso -- egoísta** (selfish)
- Fuerte** (strong) -- **débil** (weak)
- Alto** (tall) -- **bajo** (short)
- Gordo** (fat) -- **flaco** (skinny)
- Cómico-- aburrido**
- Atlético**
- Artístico, creativo**
- Valiente** (brave)
- Trabajador -- perezoso** (lazy)

Tiene...

- **Lentes-** glasses
- **Una barba-** beard
- **un bigote-** mustache

Tiene el pelo...

- **rubio** (blonde)
- **castaño** (brown)
- **negro** (black)
- **liso** (straight)
- **Rizado** (curly)

Prince Royce



G-Dragon



G.E.M.



Camila



Beyonce



Pope Francis



Chocquibtown



Kobe Bryant



Shakira



Mindy Kaling



Michelle



Selena Gomez



Taylor Swift



Will Smith



La reina





**Homer
Simpson**



Elsa de Frozen



Moana



Hombre Araña



Darth Vader



Yoda bebé



Bob esponja



**Wonder
Woman**

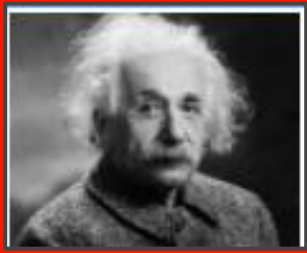


**He
Granger**



Black Panther





**Albert
Einstein**



**Nelson
Mandela**



Frida Kahlo



Gandhi



**Malala
Yousafzai**



Anne Frank



Cesar Chavez



Greta Thunberg



Martin Luther King



Amelia








Es...

- **Una ciudad**
- **Un pueblo**
- **Un estado**
- **Un país**
- **Un sitio turístico**
- **Un parque nacional**
- **Una ruina arqueologica**

Tiene

- **muchas montañas**
- **ríos (rivers)**
- **lagos (lakes)**
- **puentes (bridges)**
- **edificios (buildings)**
- **Playas (beaches)**
- **árboles** 

Está en...

-  **America del norte**
-  **Africa**
-  **Asia**
-  **América del sur**
-  **Australia**



Machu Picchu



Islas Galápagos



Barcelona



Patagonia



Chichen Itza



Disneylandia



Lago Atítlan



Granada



Quito



Yosemite



San Francisco

Made by Leah Rogstad



Nueva York



Malibu

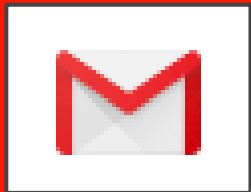


Grand Canyon



Joshua Tree





Gmail



Youtube



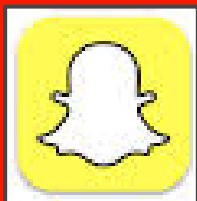
Pinterest



Twitter



Tiktok



Snapchat



Instagram



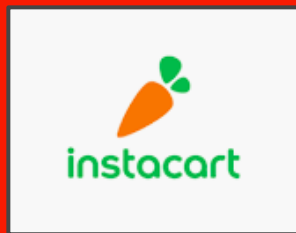
Duolingo



Uber



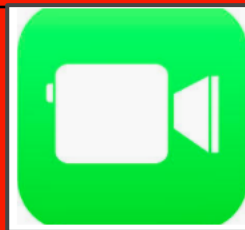
Spotify



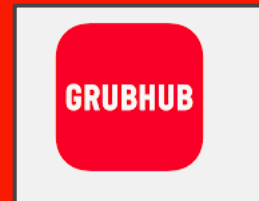
Instacart



AirBnb



Facetime



Grubhub



Netflix



Cuba



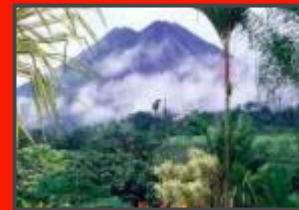
Ecuador



Argentina



Honduras



Costa Rica



Guatemala



Perú



**Los Estados
Unidos**



España



México



Guinea Ecuatorial



Uruguay



Chile



El Salvador



Colombia

REFLECTION

Share a current thinking...what's on your mind about what we've talked about thus far.

**Go to [MENTI.COM](https://www.menti.com)
use code 98 92 90**



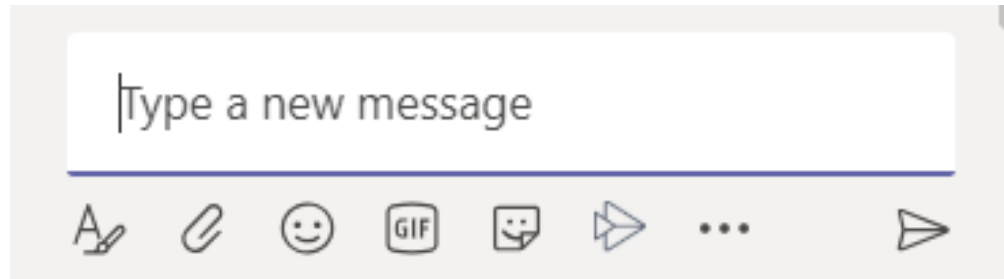
Interpersonal

Conversation – Ask follow up questions

- If you were any animal, which one would you be?
- What's one food you'd never give up?
- What's your favorite kind of fast food?
- How do you deal with stress?
- If You Could Teleport Where Would You Go, And Why?
- What Is One Of The Things You Have On Your “Bucket” List?
- If You Could Win Any Award What Would It Be, And Why?
- Which Color Best Reflects Your Personality And Why?
- What Is The Oldest Thing In Your Refrigerator?



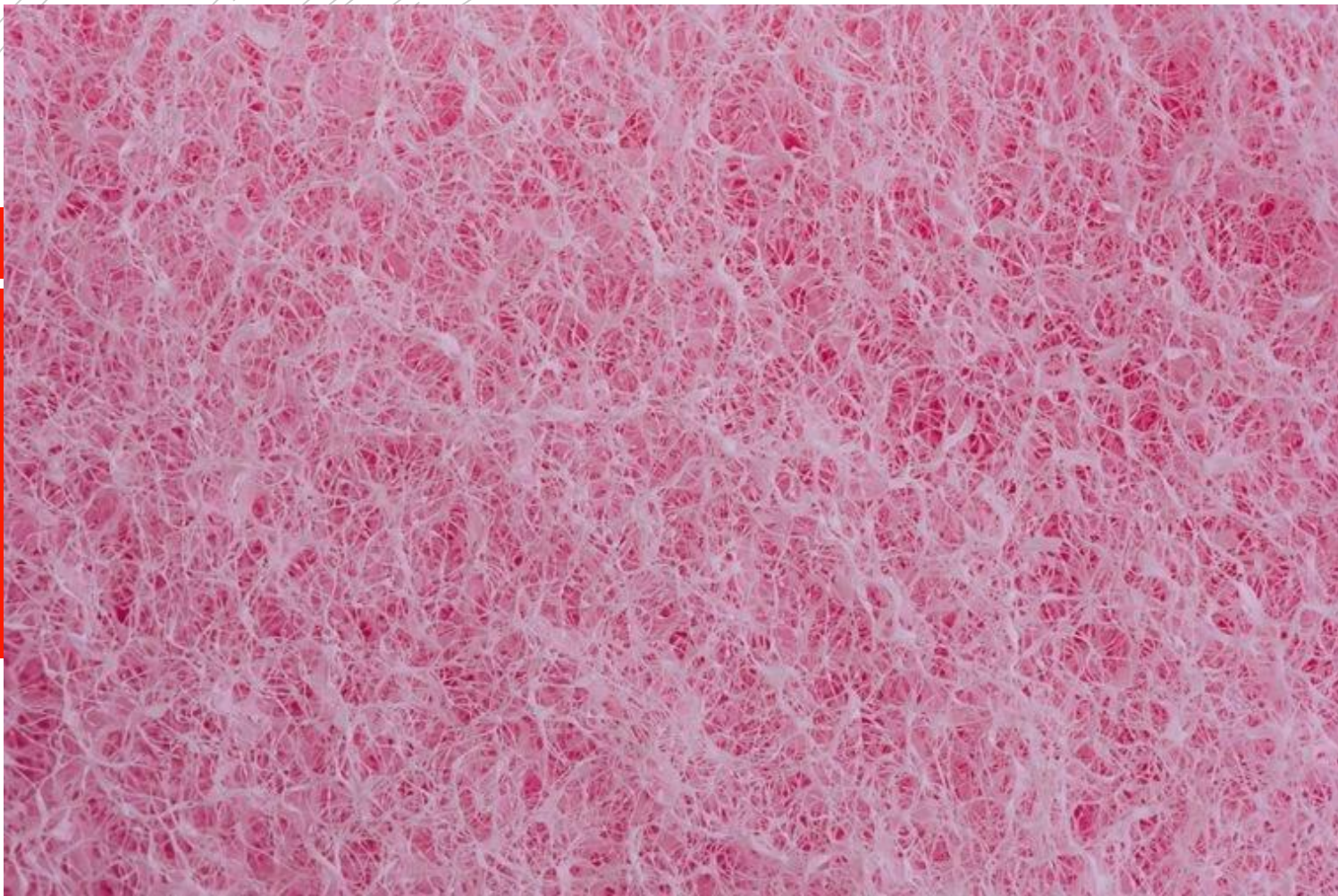
- Use an emoji or GIF to describe how your week has been. They are located in the bottom of the chat bar.



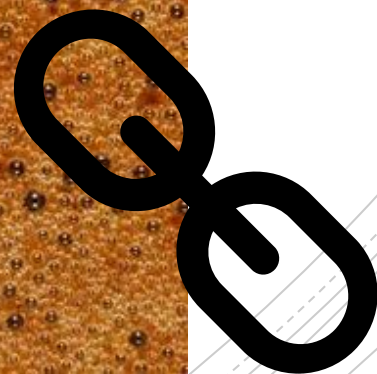
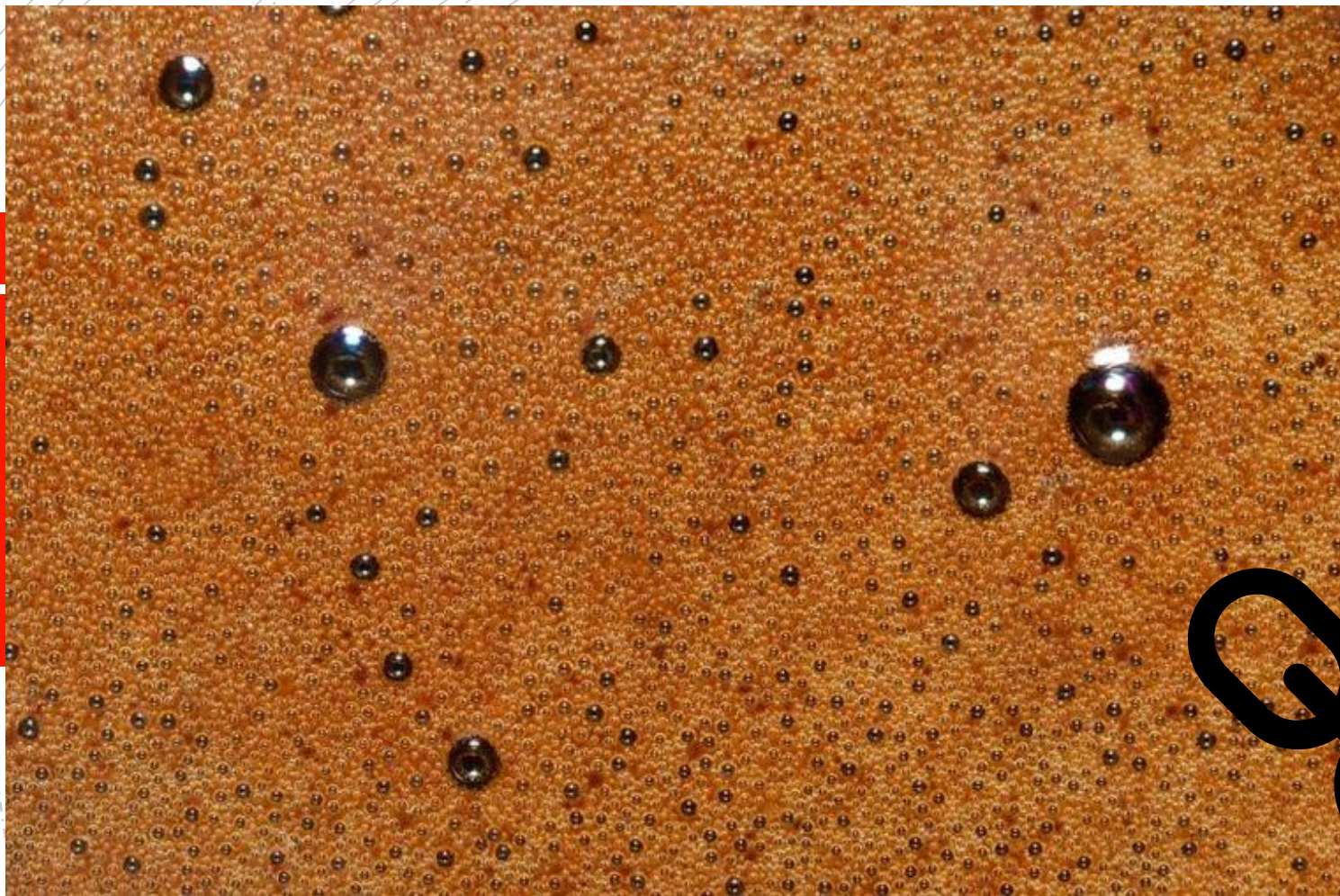


- **4 Corners**– Have students use a personal dry-erase board or a piece of paper and a marker for this game. Students choose a number (1-4 or 1-6), write it on their board, and hold it up for everyone to see. The teacher then rolls a dice and the number she rolls is the number that is out. If the teacher rolls a 4, every student holding up a number 4 will have to act out a vocab word, ask a question, respond to a prompt (etc).
- **Show & Tell**– Have students take turns sharing something special to them.
- **Guess who** - one student picks a fellow classmate to describe and the rest of the students try to guess who.

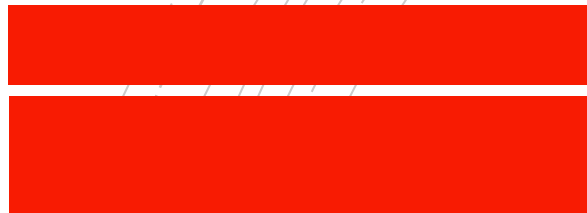








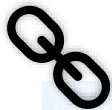




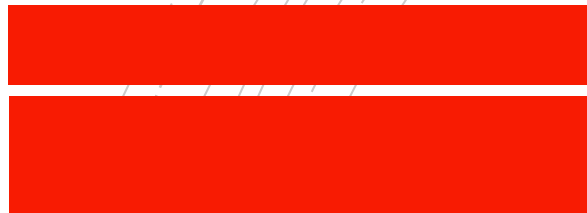
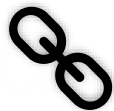


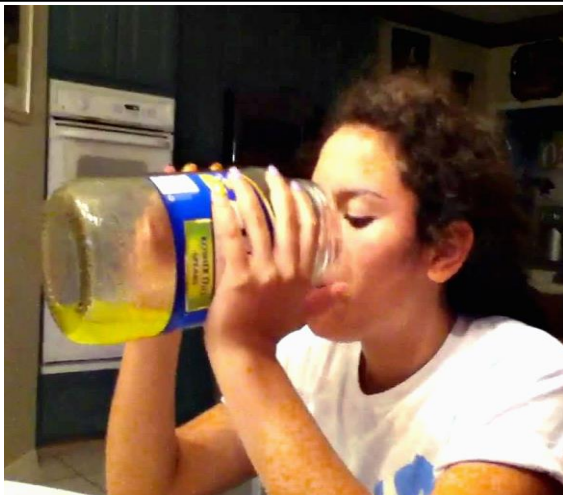


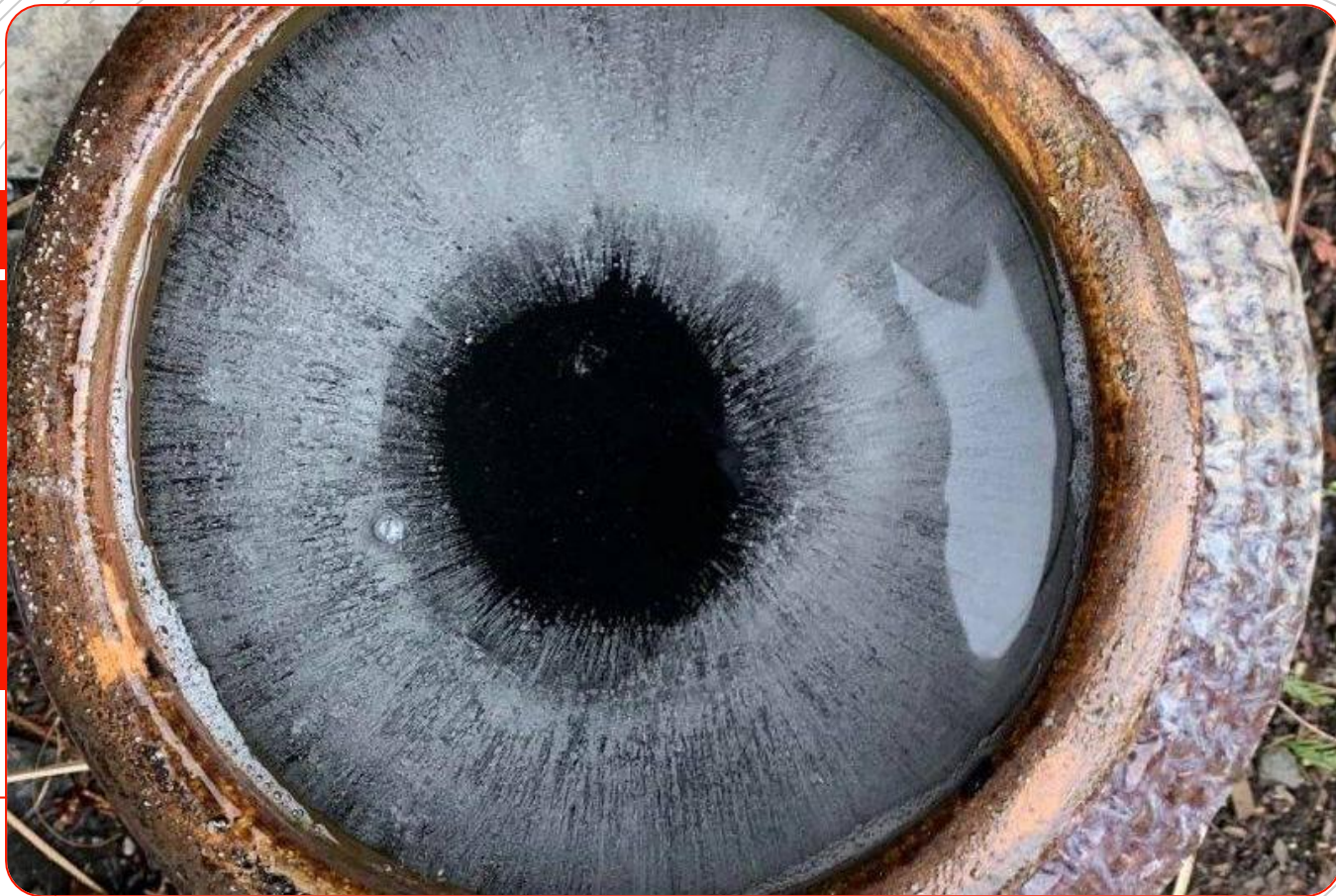


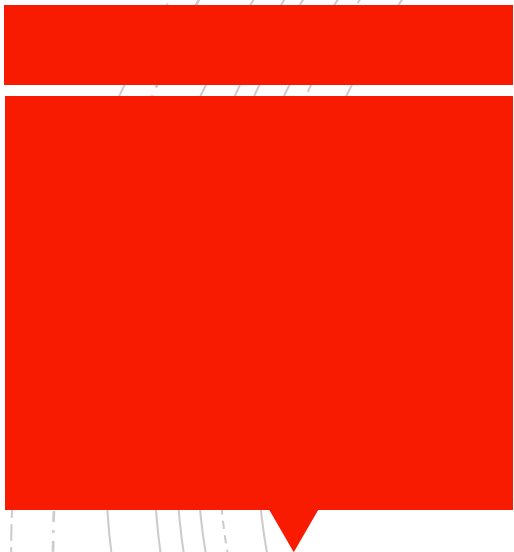


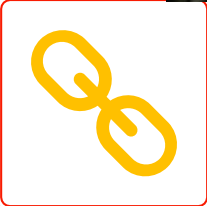












Authentic Material

Why Authentic Material

- Intrinsically interesting, rich in ideas
- Cognitively engaging, intellectually challenging
- the language as it is actually used by native speakers communicating with other native speakers
- Authentic source of pronunciation
- represents authentic environment
- gives examples of particular language functions in operation
- presents authentic language interaction
- shows the nonverbal components of the language



Beneficios al Turista

Free Shuttle Aeropuerto

Lunes a Domingo
10:00 a.m. a 6:00 p.m.
Cada 30 Minutos

Free Transfer Hoteles Multiplaza / Metromall

Reservas:
222-5210
6613-4694

Panama Shopping Card

260 Tiendas
40 Restaurants

Hotel Courtyard by Marriott

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BIODIVERSIDAD EN COLOMBIA

¿CUÁNTAS ESPECIES TIENE COLOMBIA?

53.000

ES EL MAYOR DATO ESTIMAR EL NÚMERO TOTAL DE ESPECIES QUE VIVEN EN COLOMBIA, PERO ES POSIBLE TENER UNA IDEA DE LA DIVERSIDAD COMENZANDO EN CADA GRUPO BIOLÓGICO DEL CUAL EXISTEN DATOS

VERTEBRADOS

479

INVERTEBRADOS

1.889

PLANTAS

1.641

LÍQUENES

1.377

EL PAÍS

EL PERIÓDICO GLOBAL EN ESPAÑOL

El juez pone fin a la faldita obligatoria

El Supremo no se resquebraja la prohibición a exhibirla en la corte

El inmigrante quién es quién de un país

Estados Unidos busca identificar a los inmigrantes

Valde's 'El United te avasalla'

Contra el fútbol de la FIFA en la liga

Chacón tira la toalla para intentar frenar la revuelta contra Zapatero

La ministra, que llevaba semanas preparando en secreto para las primarias, denuncia a quienes pidieron en público un congreso

Cae el último criminal de guerra de los Balcanes

Se había copiado al general que dirigió el ejército a Sarajevo

Tres muertos en Alemania por una bacteria en pepinos españoles

La EHEC agotó el sistema de defensa de la bacteria en Alemania

Medalla de Plata

Medalla de Plata

funny chinese commercial - beautiful and fast

Le Petit Prince

ANTOINE DE SAINT-EXUPÉRY

Avec les dessins de l'auteur

ESPECIES EXCLUSIVAS DE COLOMBIA

OTRAS AMOROSAS

66

1.500

130

115

105

154

Twitter

3,240 TWEETS 188 FOLLOWERS 3,353 LIKES 334

Okita

欲田大樹

3.1スナッククラブ 所属: 東京都 / Nizuko Track Club / Pore Vocal / 5/70 / 2018/04/01 / 2018/04/01

Tweets Tweets & replies Media

欲田大樹 (@gita123) 13h

正直キツイですが、ある意味注目を受けているのでそれもちャンスかなと思います。しつぽい結果を出して見たいやろうと思っています。

この際、ネタでもなんでもいいので1度 競技場で試合を見ててください。

棒高跳びの良さが少しでも伝わればと思います。



**ADAPT
THE TASK
NOT
THE TEXT!**

made with TYP

Article

- Show students the picture and have them make predictions and/or describe the picture.
- Then, they pull out key words to write a sentence.

Vigilante paisa aprendió a hablar cinco idiomas a través de Duolingo

Compartir



Vigilante didáctico aprende idiomas extranjeros por APP's de smartphone. Cortesía El Colombiano

Edilson García Vargas es un guarda de seguridad paisa que ha logrado aprender varios idiomas de forma autodidacta. Ahora, ayuda a otros compañeros de profesión a que aprendan nuevas lenguas.

Es la primera persona registrada ante la Superintendencia de Vigilancia y Seguridad Privada como vigilante bilingüe lo que lo diferencia de sus demás colegas. Y lo más extraordinario de su caso es que aprendió a manejar el inglés de forma autodidacta, con ayuda de dos aplicaciones en línea.



Images



- Show photos
- Ask kids to write a caption
- Then have them place themselves in the picture but they get to pick who they are



LINKING WORDS IN ENGLISH

Emphasis	Addition	Contrast	Order
Undoubtedly	Additionally / an additional	Unlike	First/ firstly
Indeed	Furthermore	Nevertheless	Second/ secondly
Obviously	Also	On the other hand	Third/ thirdly
Particularly / in particular	Too	Nonetheless	Finally
Especially	As well as that	Despite / in spite of	At this time
Clearly	Along with	In contrast (to)	Following
Importantly	Besides	While	Previously
Absolutely	In addition	Whereas	Before
Definitely	Moreover	Alternatively	Subsequently
Without a doubt	Not only...but also	Conversely	Above all
Never	In addition to this	Even so	Last but not least
It should be noted	Apart from this	Differing from	First and foremost

“Force” Elaboration

Images



Create a sentence that combines the ideas from two images in the article, two infographics, two images from the target culture and the student's culture.

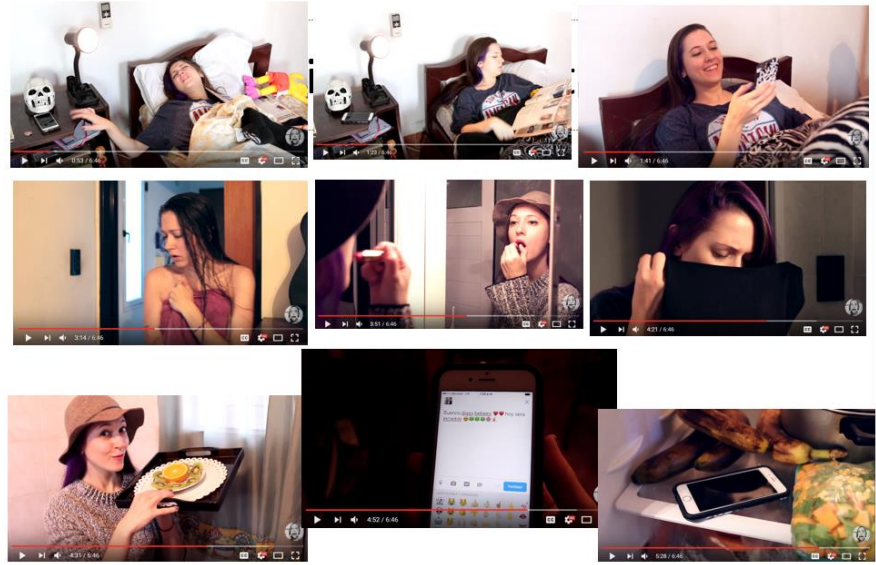
1. **but**
2. not
3. never
4. and
5. because
6. then
7. always



You Tube




MI RUTINA EN LA MAÑANA | YOUTUBERS VS REALIDAD



- Use YouTube videos
- Have students compare their lives with the person in the video
- Have them retell what they watched through snapshots of the video
- Have them guess what will happen next
- Have them create their own video/skit just like the one they saw in the video



Students, click on a poster to explore a Spanish speaking country.

The background of the slide features several concentric, curved lines in a light gray color, some solid and some dashed, creating a sense of motion or a globe-like pattern.

Pick 3 Questions to answer & reflect

- What surprised you from this video?
- What was something that stood out about this country?
- Name some geographical features you saw in the video.
- Would you visit this country? Why or why not?
- If you said yes, what would you do while you were there?
- After watching the video, what do you know about this country now?
- From all the videos you watched, which countries would you like to visit? Which would you not like to visit? Explain why for both.

EN FR

LOG IN

SUBSCRIBE

THE BEST OF FRENCH CULTURE

FRANCE-AMÉRIQUE

BILINGUAL

NEWS

OPINION

CULTURE

BUSINESS

EDUCATION

GASTRONOMY

SEEN ELSEWHERE

CALENDAR

ABOUT

THE BEST OF FRENCH CULTURE

FRANCE-AMÉRIQUE

BILINGUAL

LOCATION

1010 Avenue of the Americas

Lower Manhattan, NY

LOCATION

1010 Avenue of the Americas

Lower Manhattan, NY

LOCATION

1010 Avenue of the Americas

Lower Manhattan, NY

The Best Virtual Tours for Cooped-Up Francophiles

May 11th, 2020 by Tracy Kendrick

#Art, #Confinement

Guides

FRANCE-AMÉRIQUE

THE GUIDE

FRANCE-AMÉRIQUE

THE GUIDE

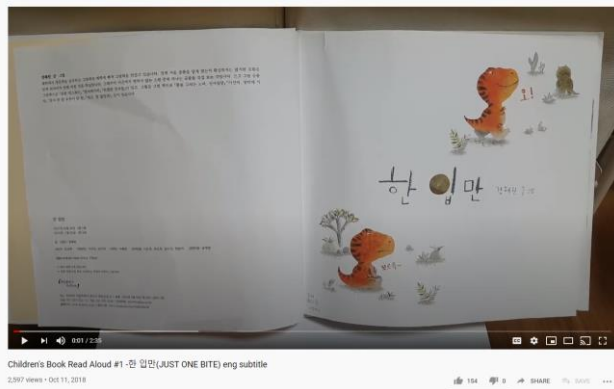
Guides



FRENCH EDUCATION

TV5MONDE
The Guide

[insert language] READLOUDS for KIDS





- Write down 5 words you understood
- Summarize in one sentence
- Write our 3 questions
- Write out three phrases of the book
- Compare something from the book to your life
- What is one thing you'd change in the book?
- Predict what will happen

Educar en valores a los niños: 10 cortometrajes que pueden ayudarte

f Compartir en Facebook

Tuítear

Whatsapp



Snack Attack

23,597,456 views • Jun 14, 2016

392K 14K SHARE 5% SATISFACTION

Sample questions:

- What is a stereotype?
- How have you experienced this in your world?
- How are assumptions related to stereotypes?
- How do we see stereotypes playing our it with COVID? Current riots?



The Power of Union is Strength - Crabs VS Ants VS Penguins Advertisement

971,385 views • Mar 3, 2012

3.7K 85 SHARE 5% SATISFACTION

1. When have you experienced unity in the face of adversity?
2. How have we seen example of and against unity during COVID?

EXAMPLES: Linking Investigation and Interaction

I can... (customize with specific content).



INVESTIGATE	In my own and other cultures I can identify locations to buy something and how culture affects where people shop.
INTERACT	I can use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.
INTERACT	I can act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	I can answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures I can interpret simple schedules and consider how people think about time.
INTERACT	I can schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.
INVESTIGATE	In my own and other cultures I can identify some artists and musicians, their styles and contributions.
INTERACT	I can recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures I can identify geographical forms and how they affect a country's natural resources.
INTERACT	I can work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATE	In my own and other cultures I can identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	I can use some Internet slang abbreviations to communicate a short message through social media.



Student Led

#1

PREGUNTA:

¿Cuándo expira tu
leche?

RESPUESTA

Mi leche expira ____

TO ANSWER

Type your answer in the chat box,
or come off mute and say it.



#2

PREGUNTA:

Encuentra algo rojo.
(Find something red)

RESPUESTA

Describe tu cosa
(thing).

TO ANSWER

Type your answer in the chat box,
or come off mute and say it.



#3

PREGUNTA:

¿Cuántas bombillas
(lightbulbs) hay en la
habitación (room)?

RESPUESTA

Hay ____ bombillas.

TO ANSWER

Type your answer in the chat box,
or come off mute and say it.



Scavenger Hunt:

See attached PPT for more
slides!

Vocabulary Practice Choice Board

Work through the Choice Board picking different vocabulary practices ideas!

Draw a picture and hide 6 of the words in the picture. The chosen words must be placed in a picture associated to the definition. Example: The word mysterious written around the brim of a magician's hat.	Write a free verse poem or song using 7 of your vocabulary words, showing you know the meanings of the words. Be creative! Think with emotion! Use humor!	Make 6 "Mr. Stick" drawings with dialogue bubbles or captions. The bubble or caption must correctly use the word. Put details in your drawing so it is clear how your pictures relate to your words.	Create an illustrated dictionary for all 10 of your vocabulary words. Each entry should have the definition and an accompanying picture
Write 5 Haikus (3 lines that follow 5, 7, 5 syllables in each line) for 5 different vocabulary words that show you know the words' meanings. Example: "Dreary" Dark, sad, a tad blue A little puppy sat still Rain pattered its fur	Write dialogue between two people using the 10 vocabulary words. Make sure you include a dialogue tag (try to use words other than said) and punctuate the sentence correctly. Remember that each time a new person speaks, it is a new paragraph and must be indented. Example: "Put your coat on," reminded Mom. "I don't think it is too frigid out,"	Create specific descriptions of 7 different characters whose last names are your vocabulary words. List each person's personality, job, and appearance that have something to do with the word's meaning. Example: Mr. Stingy Personality – He does not like to spend money. Job – Accountant Appearance – All of his pants have zippers to	Write 2 declarative (.), 2 interrogative (?), 2 imperative (a command), and 2 exclamatory (!) sentences with different vocabulary words. Your sentences should give clues about the word someone could guess meaning using your clues.

Language Practice Technology Choice Board

Technology Required (many just from a cell phone or tablet)

Work through the Choice Board picking different vocabulary practices ideas!

Select a visual from this Pinterest board (Pinterest) and write a description or story about it.	Do some research online relating to the Benefits of Being Bilingual. Create your own infographic in English that summarizes what you learned.	Select an infographic about young people in a target language country. Create a Venn Diagram and compare the information from the infographic with young people in the U.S.	Choose one debate topic from this list: Debate Topics , create a script of your ideas, and record your presentation using your phone. Post your recording.
Watch a cartoon in the target language from this Pinterest board: Pinterest and create a storyboard about the episode.	Select an article from one of the magazines on the target language board: Pinterest and create a graphic organizer about the article and take notes. Record yourself summarizing the article and post it.	Go to this magazine website and select the target language from the pulldown menu. Read an article of your choice and take notes. Record yourself summarizing the article and post it.	Go to: Audio Lingua and select a recording in the target language. Create a list of key words from the recording and write a short summary of it.
Investigate the life and art of a famous artist from the target language culture. Create a visual presentation in the target language about the artist.	Have fun practicing your language skills on Digital Dialects	Investigate ecotourism in a target language country and create an itinerary for a future trip. Here are some resources for you.	Create a game board using your unit vocabulary. Here is a website where you can download a game board template .
Use Scrabble or Bananagram letters or make your own letter cards to create a crossword puzzle containing as many target language words as you can think of.	Use Google Maps or Google Earth to design an itinerary for your family in a target language capital city.	Learn a song from the target language culture and record yourself singing it: Mama Lou's World of Children and International Culture	Imagine that you have the equivalent to \$100 to spend on an outfit for a party this weekend. Select your clothing items from an online store. Create a shopping list with photos.
Choose a dance video: Dance Videos and get moving!	Investigate recipes online in the target language for an upcoming event. Create a shopping list and make the dish if you can.	Investigate wildlife in a target language country (their habitats, what they eat, etc.) and create a children's book about an imaginary adventure you took there. Here are	Go online for your local public library and check out ebooks in the target language

Reflective Protocols

3-2-1

What 3 new things did you learn?
What 2 ah-ah's popped in your mind?
What is one BIG question that you still have?

Connect-Extend-Challenge

How are the ideas and information presented CONNECTED to what you already knew?
What new ideas did you get that EXTENDED or pushed your thinking in new directions?
What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Tweet and Hashtag

What would you say if you were to tweet out the activity you did/resource in the target language you learned about and

4 As

What Assumptions does the author of the text hold?
What do you Agree with in the text?
What do you want to Argue with in the text?
What parts of the text do you want to Aspire to (or Act upon)?

3-2-1 Bridge

Your initial response to the topic

- 3 thoughts/ideas
- 2 questions
- 1 analogy

Your new response to the topic

- 3 thoughts/ideas
- 2 questions
- 1 analogy

10 words/5 sentences

10 words to summarize what you learned from the activity you selected. Then write a 5 sentence summary SOME (maybe required) of your 10 summary

and Write

Sketch to show what you learned. Write a summary about your image. Connect to at least 5 things you read.

Journal Writing Prompts

Pick a topic and write about it in the means most accessible to you (i.e. a notebook, Class Teams OneNote, in Google Word online...). Write as much as you can staying around these barometers (First Year: several sentences, Second Year: 2 Paragraphs, Third Year: 3 Paragraphs and 4 Year +: Write as much as you can for 20 minutes).

- Write about going back to school after summer vacation.
- Write a thank you note to a friend who gave you onion and garlic-flavored chewing gum.
- Draw an imaginary constellation. Write a story such as ancient people might have told about it.
- Describe a real made-up dream or nightmare. journal writing prompts
- Write about your favorite childhood toy. journal writing prompts
- Write out the best or the worst day of your life.
- Finish this thought: if I could change one thing about myself (if you can't think of anything, you might want to consider telling how you got to be perfect!)
- If and when I raise children, I'll never...
- I have never been more frightened than when...
- Persuade a friend to give up drugs.
- Five years from now, I will be... journal writing prompts
- Write about a day you'd like to forget.
- Invent and describe a new food. journal writing prompts
- Describe an event that changed your life forever or make up and describe an event that would change your life forever.
- Describe someone who is a hero to you and explain why.
- Write about a time in your life when you struggled with a choice and made the right one.
- Imagine yourself in a different century and describe an
- Describe the perfect day. Put in as many details as you can. Make it a possible day, not a "dream day."
- Who is the person from history that you would most like to meet and talk to? Why? What would you like to ask?
- Who is the person from literature that you would most like to meet and talk to? Why? What would you like to ask?
- Compile a list of words that describe you as a child. Compile a second list that describes you as you are now. How are these lists the same? How are they different?
- Compile a list of inanimate or animate objects to which you might compare yourself metaphorically. (I am a windmill. I change direction or my thoughts whenever someone talks to me...)
- Tell about what triggers anger in you or someone else.
- Invest a monster and describe it. Tell where it lives, what it eats, and what it does.
- What is your favorite kind of weather? Why?
- What is the best book you have ever read? Why did you like it? Did reading the book change you in any way? What way?
- Write about what you didn't do this weekend.
- Think about an incident that happened to you and exaggerate in the telling. Make it into a tall tale.
- If you were ruler of the world, what things would you banish absolutely for all time (rain on weekends, eggplant, and so forth)? Make a list. Use your imagination.

Student Led

- Provide written sample and students decide what next steps are (i.e. Leveling Up!)
 - Provide feedback in chat bar, Padlit, Peardeck
- Students type questions in the chat box
 - Must flow and extend conversation
 - Then fill out a note catcher on everything they learned

The background of the slide features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. In the center, there is a large red speech bubble with a white outline. The text is contained within this bubble.

REFLECTION

**What is something new you will
implement in 20/21 school year?**

FEEDBACK
SURVEY LINK

