

what students want

My Top 10 Go-to Activities

alissa farias

@laprofefarias || laprofefarias@gmail.com

<http://laprofefarias.wixsite.com/>

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<https://tinyurl.com/y7taos3m>



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agenda

- LANGUAGE DEVELOPMENT
- ATTENTION GETTERS
- MOVEMENT
- STRUCTURES
- OTHER

The image features a light gray background with three horizontal, overlapping brushstrokes in shades of blue and purple. A white rectangular border is centered over these strokes. Inside the border, the words "language" and "development" are written in a white, cursive script, stacked vertically.

language
development

circumlocution

Palabras de Ayuda

- Es Para – is for
- Similar 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

Circumlocution: circling around a word to find its meaning, or Spanish translation, by describing the word



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</u> understand 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.

VOCAB
WALL



proficiency

I use fragments and
some single sentences.
I can ask some
questions. I use some
connector words.

NOVICE HIGH





attention
getters

attention getters



- Clapping:
 - Like a call and response. They repeat what pattern I do.
 - Get students to be the ones in charge



- Zero Noise Signal
 - Raise your hand and eye contact
 - 10 second wrap up



movement



i got you

- Students stand in a circle and one student is in the middle.
- The student in the middle will call a name out of someone in the circle.
- The two students on either side of the named person must quickly point to each other and say “Got you!”. The slowest person is out.
- You can decide if the slowest person is out or if they need to do something such as, act out a vocab word, answer a question in Spanish and so on.
- For larger groups, you can split up into two groups to keep the game going faster.
- Could do with vocab but a bit more complicated



achi pachi

- Students stand in a circle and one student is in the middle
- The student in the middle closes their eyes
- The teacher then picks a few kids to be “Achi Pachi”
- The student in the middle then opens their eyes and begins to ask students questions. Students answer and if one of the Achi Pachi’s is picked, then all the students have to quickly cross the middle and find a new spot. Last one in the middle is now in the middle.
- Variations:
 - Student makes up their own question
 - Student ask the same question to hear different variations of the answer
 - “What would you do?” scenario.



vocab relay

- Put a topic on the board
- Student sit in rows
- One by One they have to run up and build off that word
 - (vocab web)
- Rotate through the rows a few times
 - Push them (no more adjectives/describing words)
 - Can add on to existing words → phrases
- Have veto power
 - Not match starting topic, spelling, repetitive
- Now – in groups/individually write about the topic

gordo chancho



- Play the music and when it ends, that person has to answer a question, act out vocab words, circumlocute a word...options are endless.
- pass a basket around and the student who has the basket has to ask a question to the person who had the pig when the music ended. The basket doesn't move during the game, it's just handed to the person on the left and gradually makes it around the circle.
- It's best to take the blue music piece out and hold it. It is hard and hurts if the kid isn't paying attention. Also, the pig gets dropped and the it can easily break.



mystery leader

- All students stand in circle and one is taken outside
- A leader is picked
- Starts a movement
- Student outside comes in and has to guess who is leading the movement AS the leader changes the movement WITHOUT allowing the kid in the middle to know
- “Is it you?” “Are you the leader?”



music

- Dance Directions (you → students)
 - Right, right, left, left, turn
 - Right leg front, right leg back
- Music for transitions
- Music during free write
- Music as Do Now/Bell Ringer
- Music list request

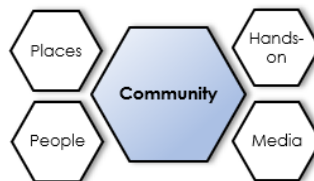




structure

homework choice

LEVEL TWO Name: _____ Hora: _____



Standard: Communities – Students use Spanish for personal interest beyond the classroom.

Throughout the year, complete various creative assignments by using it and in context.

Make sure to get p

Due

Media

Listen to an episode of NPR's Latino USA, In the Thick, or Radio Ambulante & **write a few reflection stating your opinion on the issue(s) presented**

Watch a movie (full-length film) in Spanish (must be originally produced in Spanish, Eng OK) & **make a list of 6 new expressions you learned & their meanings.**

Watch an episode from at least two different Spanish-language series that you haven't decide on one that you would like to continue watching. **Write to describe why you like than the other.**

Read a current news or op-ed article from a reputable source about an issue in the Spanish speaking world. **write a summary in your own words.**

Watch a documentary about a Spanish-speaking community (in Engl. Or Span.) & **write you learned.**

Create a wish list of items at amazon.es and write a letter to someone asking to buy them. Watch a video from <https://www.laits.utexas.edu/spe/> and write **5 questions you'd want them.**

Find an article on Nulu.com that you find interesting and listen to it. **Write a few sentence and draw an image to represent what you learned.**

Write your own idea and discuss with me:

People

Conversation partner – **document what surprised you, what you did well and what you like to improve, and a list of at least 5 words/phrases/language structures you struggle**

- Other school student (5 mins. Minimum total)
- Friend outside of school, family member, neighbor (10 mins. Minimum total)

Teach a Spanish lesson to a family member/friend that doesn't have a Spanish class. **St lesson plan and pre/post assessments to check for accuracy. Include 6 new Spanish v teach us using action and/or images**

Be a guest teacher on a current event or language topic (teach the class something it should know but aren't covering). **Schedule in advance and submit materials to me for**

Interview someone with ties to Spanish-speaking heritage or communities from school c elsewhere **(submit questions to me first): Write up answers and/or tape the interview.**

Twitter chat **with someone in Spanish and tag the teacher in the conversation. Include at least 3 tweets/responses.**

Places/Events	Parent/guardian signature
Go to a store that specializes in Latin American and/or Spanish products; ask for recommendations (use Spanish if applicable) for at least 3 different types of products. In writing, describe each product & what it's used for.	
Go to a Latino event and/or tour. Write a few sentences about what you did/saw/learned.	
Travel to a Spanish-speaking community/country, use Spanish to get around. In writing, describe your experience and how you used Spanish. Include 6 new words you learned and draw an image to represent them.	
Visit a restaurant that specializes in food from Spanish-speaking countries. Order two dishes that are new for you. compare in writing. (NO: burritos, quesadillas, tacos, taco salads) (IDEAS: nopales, pupusas, empanadas, yuca, tapas, paella, horchata/sotolagva fresca) (TRY: Carta de Caracra, La Isla, Mescaleria, señor Moose, Trópico Breeze, El Camión, Pinito)	
Go to a Public Library event related to a Spanish-speaking culture, write about what you learned. Include 6 new words you learned and draw an image to represent them.	
Create a 10-paneled cartoon using goanimate.com. Email the imbedded link. Include conversation and images.	
Take a picture with artwork from or inspired by a Spanish-speaking person or community. Hint: El Centro de la Raza, Fernando Sotero, and Jaime Piersa. Research the art & write about its significance, include a few Spanish sentences too.	
Write your own idea and discuss with me:	

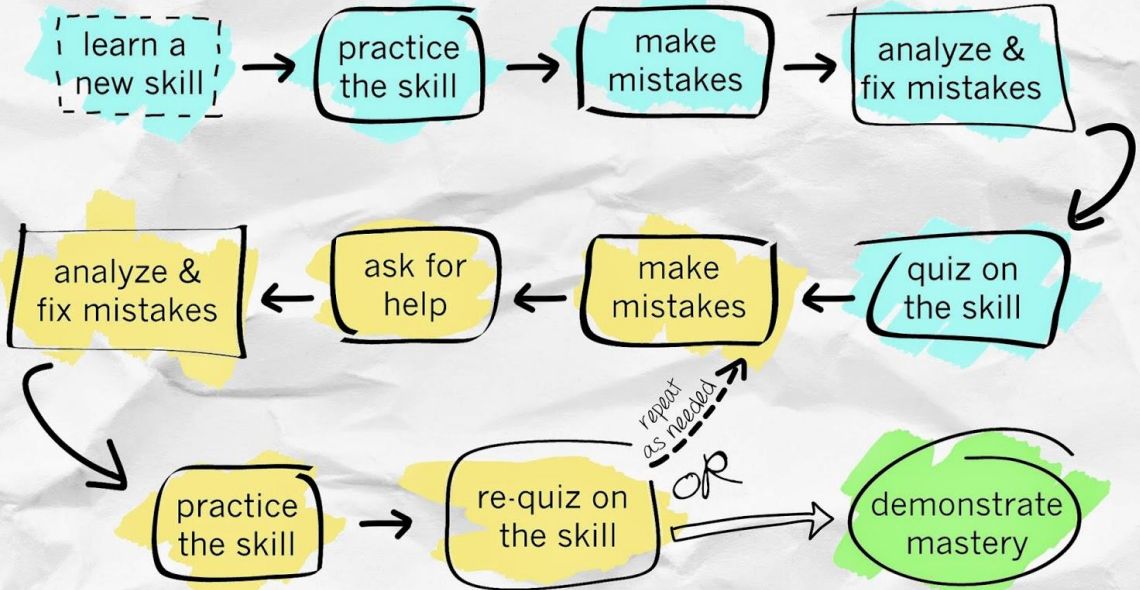
Hands-on	Parent/Guardian signature
Create an infographic comparing and contrasting one of the following between two different cultures: holidays, heroes, independence stories, social institutions (government, school, etc.)	
Create an infographic or other resource to display in the class that informs us on a helpful or interesting topic.	
Examples: life and career benefits of being bilingual/multilingual, a breakdown of AP or IB themes and/or the test, answers to common questions from our guest speakers, document how a country's flag has changed over time, show how a country's borders have changed over time (due to wars, independence, conquest, etc.), explain how current or proposed policies will impact Spanish-speaking communities/countries, etc.	
Make an authentic dish from a Spanish-speaking community/country. (NO: guacamole, salsa, dulce de leche, burritos, quesadillas, tacos, enchiladas, etc.) Research the significance of the dish & write about it. In Spanish, tell me what you thought about it. Recipe(s) must be PRE-APPROVED by teacher.	
Create a video tour narrated in complete sentences showing & describing 10 current vocab words.	
Recreate a famous painting, sculpture, drawing, or song from a Spanish-speaking country. Write a few sentences explanation of its significance/meaning & why you chose it. Must be of a moderate to high-level effort and will be checked against former work of yours.	
Recreate flags from Spanish-speaking countries with products that represent those places. Write about the products you chose: what are they used for & why are they important?	

yearly calendar

Month/Country	Activities w/no cost	Local Events w/Cost	Holidays/
September	<ul style="list-style-type: none"> Papel picado, (Ind. Day) National Hispanic Heritage Month – Sept 15 to Oct 15 	VISIT PLU COST: a sub, a bus and lunches for 40 kids SUB - \$150 BUS – ERVIN LUNCHES - \$420	6-Fiesta de Casca Morras 8 – Feast of Nuestra Señora de la Caridad del Cobre 10 – St. George Day 15-Independencia: El salvador, Costa Rica, Guatemala, Honduras, Nicaragua 16- Independencia: Mexico 29-The feast of ST Michael the Archangel and all the angels
October -Puerto Rico	<ul style="list-style-type: none"> Pen pal w/hector 	<ul style="list-style-type: none"> Visit PLU <ul style="list-style-type: none"> Bus Sub Lunch 	12-dia de la raza (vol. 45, sep/oct) 18-senor de los milagros
November -Cuba	<ul style="list-style-type: none"> Day of the Dead (no cost, Sunday) 		1/2- DDLM (Que Tal, vol. 14, nov/dec) 19- the feast of Nuestra Señora de la Divina Providencia
December -Argentina	<ul style="list-style-type: none"> Domingo Latino (no cost, Sunday) Cola de Mono (news years drink) Dulce de leche (3 containers) and vanilla wafers Ponche – natillas 		8-simon bolivar (Que Tal, V 45, nov/dec) 8- La inmaculada concepción de Maria (Nicaragua) 12-virgen de la Guadalupe 16-24 – los posados 24/25-Navidad (Que Tal, V45, nov/dec) (Ahora, V18, nov/dec) (Medellin, Colombia famous for xmas lights) 31-Carrera de Madrid (ahora, V 18, nov/dec)
January -Mexico	<ul style="list-style-type: none"> Spanish Writing Contest (Sp. 5, no cost) Pen pals 12 uvas Rosa de Reyes 		1-año Nuevo (12 uvas, medianoche) (ahora, V. 18, enero/feb) 6-los tres reyes (shoes, balloon) 10-Birthday of Eugenio Maria de Hostos ¿-Rally de Dakar, chile (ahora, v. 18, enero/feb, p. 12-13) 21-feast of nuestra señora de la Altagracia
February -Peru	<ul style="list-style-type: none"> Jamaica juice and churros 	<ul style="list-style-type: none"> Feb. 4-6: LEAP <ul style="list-style-type: none"> Sub for 2 days Tickets (\$175 per 3 kids = \$525, \$225 per adult) Total: \$750 	8-Carnival de Oruro (que tal, V 45) 14-dia de amor Dia nacional de tener (ultimo sábado) 27-dominican republic Independence day and beginning of Dominican Carnival.
March -Chile	<ul style="list-style-type: none"> Malena to class Make eggs Sopaillas (tortas fritas) and horchata 	<ul style="list-style-type: none"> Latino Youth Summit <ul style="list-style-type: none"> Sub Bus National World Language Week – first week of March <ul style="list-style-type: none"> Activities Resources 	Pascua (eggs) and La Semana Santa 5-carnaval (Mexican holiday that kicks off to 5-day celebration of the libido before the catholic lent. Celebrated exuberantly with parades, floats and dancing.
April -Spain	<ul style="list-style-type: none"> Pen pals with Hector 	<ul style="list-style-type: none"> CWU World Language Day <ul style="list-style-type: none"> Bus Sub Registration 	22-el dia de la tierra 23-el dia del libro (compu) 30-dia de los niños
May -Central America	<ul style="list-style-type: none"> Make empanadas Tamales Platanos fritos Arepes Tequenos (Venezuela) Pupusas (el salvador) 	<ul style="list-style-type: none"> Holy Rosary <ul style="list-style-type: none"> Snacks (\$50) SIFF <ul style="list-style-type: none"> Bus Sub Tickets FREE 	1-dia de los trabajadores 3-cruz de mayo 5-cinco de mayo 10-dia de las madres 20-dia de la independencia de cuba
June			24-the feast of san juan bautista

standards based

What is standards based grading?





other



twitter



- Twitter as the HMWK assignment
- Create a WORK account
- Students TAG you
- Searchable Hastag
- Topic you are covering in class
- Interesting authentic materials (real world news)
- Homework, reminders, messages (etc)
- Local events
- Popular events (i.e. Latino Grammys, DDLM)
- Search hastags, set country and/or language
- Take polls
- Follow someone

Note: If you have students who can't participate (family rules) than just print off a screen shot of some of the tweets for the week and they can handwrite a response



kahoot



Kahoot!

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