

ACTIVITIES FROM DOING FOREIGN LANGUAGE

Superstar Obstacle Course

Students have a specific amount of time to complete tasks. They should be able to pick and choose from a list. Examples include tape a conversation with a native speaker, be a peer tutor, prepare a dish.

Bob the Imaginary Fly

Use a stuffed animal to help you participate in conversation. You can talk to him or her about location, feeling, or have him go missing so the students wonder where he is. Using this object may help students feel more comfortable.

Become an Expert

Choose a topic for students, or let students choose a topic to teach or reteach.

Show and Tell

Have students bring in items to explain to the class in the target language of course.

Weather

At the beginning of the hour have students guess the temperature of the country we are studying.

Café

Invite students to share lunch with you and invite a guest speaker.

Visiting Experts

Invite a native speaker to come in and talk. The process could include a student introducing, concluding, creating a thank you. Be sure to prepare speaker.

School Tour

On the first day of school, take students on a tour around the school. Walk around and spend a minute at each place describing what happens. You can even have students match the photo and word upon arriving back to the classroom. Another option would be to have the kids bring a worksheet on the tour. Afterwards TPR the school supplies needed. It might be helpful to put the translation of the place around the school.

Eating Out

Students will be able to look through a few menus and decide where they want to eat. Then, they can call and make a reservation. (goolevoice) Upon arriving students will order and need to pay. They can talk about likes and dislikes. They should pick and explain why. Other acts could include museums, or a market with sports, food, and a theater.

Bulletin Board

Have students create the bulletin board. Make sure they have clear guidelines. Model the first board.

ACTIVITY IDEAS FROM PABLO AND THE COHORT

About Me through Drawings

Students draw 4-6 pictures about likes/dislikes and about themselves.

In groups of 2-3, partners interpret drawings. The student who drew can expand and correct.

Dancing

Justo Lamas has songs. Also, finding line or folk dances authentic to the culture. From CLV we saw camp songs were also used to facilitate language.

Ex. Tooty Ta Ta: Pulgadas Arriba, Pies Aparte, Rodillas Juntas, Pompis, Codos Atras, Lengua Afuera, Ojos Cerrados

Ex. Dejame ver tu "Frankenstein", ¿Qué me dices? Repite

House Hunters

Students can use their own house or pretend parts of the school are a home to describe.

Spanish Book Club

"Grammar Bootcamp" – call the homework this

Shaving Cream

Each student gets shaving cream on desk and this can be used for any review.

Movietalk (by Elizabeth) See facebook/blog for more explanation.

To find film: youtube animated short film, or short animation films (The animation school) Use films to facilitate telling a story. Students will talk through the movie. It works best to use a movie without talking. Example: The Lonely Bachelor. While playing, the first time through, ask vocabulary questions. Ex. Is this an ocean? Is this grass? What is this? Is this a book or a newspaper? It will help to pause the video. Also, pause the video and ask students to explain to a partner what happened or ask the class to tell the story having everyone participate with a line. You can also have students predict the ending.

Movietalk can also be put into worksheets with screen shots from the video. Students can also practice retelling the story. Textivate.com allows you to take the story you wrote and create activities. A movie talk to use would be Love recipe movie for a food unit.

*Don't spend more than a week on the activity.

No, you are wrong.

Teacher tells a student a statement that is incorrect and students must correct the statement.

Dalia's Microteach

Pelota Invisible – Pass the invisible ball to a partner.

Tu prefieres _____ o _____?

Yo prefiero _____.

There are different ways to greet each other.

Animal Unit (by Paige) My pet is gone!

*A great activity for the end of the year.

Day 1: Students are making a lost pet poster. Students are able to make up a pet or use their own. Students will need to include a picture, an eye catching phrase to let people know what the student is looking for. Student will also need to describe the pet (8).

Poster will also need a name. Don't forget a phone number where student can be reached. *Vocabulary will need to be introduced (paw, beak, fur, ...)

Day 2: Oral activity day. Write helpful phrases on the board. (Have you seen my pet?)

Students will walk around asking questions. How old is he? What does he look like?

Students will have to talk to 2-3 people asking questions and writing down information. Have fun and be creative, but keep it simple.

Battleship: Where in the world is...?

Introduce vocabulary – maybe through quizlet (location and cardinals).

Students, in groups of two, get to draw Diego o Dieguita on their maps.

Able to ask: ¿Dónde en (el mundo) o (Colombia) esta Diego/Dieguita?

Esta al _____ de _____.

Lesson from City and Prepositions (Kristin)

1 – Introduce prepositions vocabulary.

2 – Hand out map with stores and streets. (Stores could be just photos or words.)

Students also receive a set of directions and a matchbox car. Work can be done individually or in pairs.

3 – Have students give directions. The taxi driver doesn't know where to go!

4 – Culminating Activity is to give classmates directions to get somewhere in the school without putting the destination on the directions.

Optional: Google Maps or Describe the place by streets or use this activity as an info gap. Students would have two different maps. Give students a list of errands they have to run. Another idea is to have students design a parade route for a holiday.

Mira Arriba Mira Abajo

In a circle students look up and then make eye contact with a specific person, no changing. If two people are looking at each other then they are fuera. "out" Last person standing wins.

MadLibs (Sara's Microteach)

Students are able to work on grammar. Sara set the paper up and students are able to fold paper. Use this after studying a study.

Tongue Twisters (Sara's Microteach)

Use tongue twisters while others are testing. Have students build their own.

Aprendemos juntos (Spanish tongue twisters)

Selfies (Ben's Microteach) Autofotos

Selfies for the daily routine. Begin with photos of teacher to introduce vocabulary. Show three photos and practice vocabulary. Have students create their own. Read an article and show famous people in selfies.

Mala Suerte

Put numbers on the board 1-10 (Spanish to English) 11-20 (English to Spanish) 21-30 (Grammar/Translations) You have questions on a sheet of paper and put a mala suerte in each category 3-5. Groups lose points if they pick the mala suerte.

Les Doy Tres (Ben's Microteach)

*If you give an activity a name. Students like it more.

El reto del vocabulario. Put up a photo and students have 30-40 seconds to write as much vocabulary as they know and see in the photo. Frases Revueltas. Use the generated words and scramble them. Have students unscramble the sentences. Continue by making phrases more difficult. Give them a capital letter and a period. Give them a picture to help guide sentences. Then give students three photos and have students write photos. Use photos of famous people to help keep the activity fun.

Vocabulary Introduction/Practice (Lisa's Micoteach)

Show a picture related to vocabulary being learned.

What do you see that is similar to what you have? (ex. Bedroom) Show authentic advertisements of rooms for rent, pull the add too. Working in partners, using a worksheet with column for yes and column for no. Students picked their apartment and using a list of items that would be needed in their room. Students had to find out what they still needed in the study abroad experience. (Lisa continued with a market activity)

Yes/No Paddles

Glowsticks

See "Barbie Books". On the back have three questions at three different levels.

Take pictures of students doing different activities for a bulletin boards.

IDEAS FROM THE ANNENBERG SERIES

Fruits of the Americas (Annenberg Series)

1 - Begin with a powerpoint of fruits. Ex. Melón, tomates, sandia, peras, papaya, pina, manzanas, mango, limón, fresas (Frutillas), palta. Mandarín, kiwi, ciruela, Granada, star fruit.

2- ¿Que fruta es? Project photos and ask students what the fruits are.

3 – With lapiz and tabla (clipboard) have students record information on a paper labeled ¿Que fruta es? Using paper bags numbered 1-5 with fruits inside, have students touch (toca), not look (mira) at the fruit and record guesses on paper. Optional: The fruit could be open and cut up and could be done by sense of smell.

4 – ¿Donde hay frutas en America? Hand out a "cuadra" with the fruits and the countries where they can be found. Then ask: ¿En que país hay coco? Then, using a map, ¿Donde esta Mexico? ¿Que color es este pais? ¿Esta en America del sur o America del norte? This is followed up with a writing activity about fruits that grow in certain countries and where you could find certain fruits. Geography skills are furthered by having students draw symbols on a map of countries of the different fruits. Optional questions include: ¿Te gusta la fruta?

5 – Add dulce (azucar) y agrio identified by sugar cubes and a lemon. ¿La manzana, es ducle o agrio? Wksht: Write the name of the fruit, agrio o dulce, and if you like it or not. An option would be to let students try the fruit. The worksheet can also be set up like a chart to check off sweet or sour, liked or disliked.

6 – She showed students how to create the salad and they acted out the process. Pelo la banana, Corto la banana, Pongo la banana en el bol, Pongo la fruta en el bol. Then take another fruit like the melon. ¿Lo corto o Lo pongo en el bol?

Culminating Activity: Fruit salad. Create a bulletin board with fruit photos and labels.

Additional: How is fruit purchased in markets?

Living Maps

Bring a suitcase with items needed to travel to a country students will be traveling to. Project a map onto the wall. Explain the tourist attractions in different countries or just one. Practice with manipulatives. Give each student a map with small pictures and tell them to match attractions to places. Also, ask partner, What is ___ famous for? Then do a writing assignment and have student answer the question, What should you bring when you visit....? Students can then play this same format Jeopardy style and they can even create the questions. Students can create a brochure. Students give a 30 second impromptu speech. Students finish with a commercial. Students could also talk about a dream vacation.

Classroom Management and Extras

Call and Repeat

To make sure students need to know they are on task or to get them back on task.

Chants

Chants can be very helpful for memorization. Make it a routine.

Costume Closet

For skits and impromptu skits, let students choose from a costume closet.

Materials

Make sure to check tourist websites for free brochures and maps.

Describe The Famous Person

Describe a famous person to students and have them guess who you are describing.
Ex. Michelle Obama. Women, Lives in DC. Two Girls. Exercises
Mother Teresa, Famous Sports Person

Using the Language

Count as you hand out papers to each row.

Use a variety of positive words: casi, muy bien, me gusta mucho, me alegro mucho.
English has many two-word verbs like pick up, put on that are only one word in Spanish.
Use posters or powerpoints to help get the idea or point across to the students.

Working With The Text

If translating, highlight the key points students should focus on.
Give feedback by highlighting everything students did right.

Games

Mafia
La Rana
La Fantasma

Editing Sites

Edmodo or We video can be used for editing

Amnesia

Put a person or vocabulary on the back of students. Ask yes or no questions to figure out the word.

Websites

1. <http://www.brainpop.com/>
2. <http://www.veintemundos.com/en/>
3. <http://zachary-jones.com/>
4. <https://www.youtube.com/watch?v=i5ZPkVpoArw>
 - a. A short commercial of Forlan. (famous soccer player)
5. <https://www.youtube.com/watch?v=ruav0KvQOOg>
 - a. Kobe vs Messi on the plane
6. <https://www.youtube.com/watch?v=jhFqSlvbKAM>
 - a. Kobe vs Messi selfies
7. <http://bryankandeltprs.com/> (also has commercials)
8. Rubrics can be found at:
 - a. ACTFL, IPA, Rubistar, Rubrics Cubed, Fairfax
9. <http://www.meencanta.com/>, <http://www.mcdonalds.es/>
10. <https://www.youtube.com/watch?v=LMkJuDVJdTw>
11. <http://www.telepizza.es/home>
12. <http://es.akinator.com/>
13. <http://eltiempolatino.com/>
14. <http://www.learner.org/> (Annenbery Learner)
15. <http://infografiasencastellano.com/>
16. <https://www.georgiastandards.org/Frameworks/pages/BrowseFrameworks/MLL-Spanish.aspx>
 - a. Georgia's Website has many resources.
17. <https://sradentlinger.wordpress.com/>
18. <http://creativelanguageclass.com/>
19. <http://macanudo.com.ar/>
20. <http://videoele.com/>
21. <http://martinabex.com/>
22. <http://safeshare.tv/> (to share youtube safely)
23. <http://lingtlanguage.com/login/>
24. <http://www.pinterest.com/sradana/vocabulario-verbos-gram%C3%A1tica/>
 - a. Don't forget pinterest
25. <http://martinabex.com/tag/first-day-of-school/>
 - a. Awesome ideas and syllabus here
 - b. https://drive.google.com/folderview?id=0B_SGIahFBCj8QnJPdlo3Qmcwb2M&usp=sharing
26. <http://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/>
27. <http://zachary-jones.com/zambombazo/food-restaurants/>
28. <http://www.fcps.edu/is/worldlanguages/pals/>
 - a. rubric
29. www.superlame.com
 - a. create a photo with bubbles
30. <https://www.facebook.com/6GradosDeSeparacionMexicoConectadoConElMundo>
31. <http://www.pinterest.com/pin/47428602298346469/>
 - a. Idioms video
32. <http://www.socrative.com/>
33. <http://estudiafeliz.com/category/actividades-creativas/>
34. <http://nesbittspanish6.weebly.com/berto-y-sus-buenas-ideas.html>