

Maine TCI Conference  
Laurie Clarcq  
October 10-12<sup>th</sup>, 2013

Thursday

impossible to write and absorb language at the same time  
need to train kids to not write

goal is to put a picture as often as possible, over and over again

**connect language and heart= emotion, pleasure**

language and feeling are connected

#1 way is success

communicate with two people who get the same picture

stage one= listening recognition and comprehension

hear it = visualize it

visualization is the key to comprehension

Listen for understanding

express interest (fake it)

visualize the meaning

respond when appropriate

signal when confused

lists of vocab only helpful if you already know them

stage two: text is a code for language that you know

ss can decode the text because they know how it sounds

puts a picture in their head

some words are familiar in sound and meaning...but new in text

new in sound and meaning and text==HUH??

visualization is the key to comprehension

visualization of objects/actions is the key to comprehension

stage three: Pictures in the head, movie in the head

the slower you go the more they listen

\*with reading, ss do the gestures of the reading and teacher reads it in Spanish without looking, 1 student using laser to point to words.

can do it in groups too: very difficult!

Ss read a text, write down the words that they don't know

“Language is acoustical” - Bernie Segal Cook

“Language is Acquired” Dr. Krashen

introduce structurally embedded vocabulary

write/tell meaning    gestures    TPR    Visuals  
sound effects    actors

Story, introduce a story line= conversation, play a game and narrate it, songs

the purpose of a language is to express a vision or an emotion  
not to label students, not for a test

read more, acquire more language

know more, understand more, think more, imagine more, grow more, be more

Connections, build in connections  
success

drop n drag= when reading, drag a piece of paper over the reading to isolate the paragraphs.

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## Friday

MovieTalk with Sabrina

she calls it YouTube talk.

Ipad vs paper video

she assigns jobs: time keeper, English spotter uses clapper when teacher speaks English, question word person (when teacher says question word, a student does an action and says it in english), student counts # of reps of structures, assign gestures for vocab  
keeps the kids engaged, esp the louder ones

she shows the entire clip first, usually without sound  
structures: le mostra, è arrabbiata (is angry), ecco (here is)

#1=while talking about clip, do lots of circling, PQA,  
describing characters, people in class, age, where are they, what are they doing

comprehension checks!

#2=Emma is dancing, singing? Talking? Writing?

Ben .....

Luigi.....

reaction after each statement: oooooh, aaaaaah



having conversation with class, screen shot only serves as a starting point

#3= where are they, what is he/she doing, what does s/he have



#4= where is Emma?...in the bedroom with...what are they doing, who has an Ipad, le mostra, emma is happy, sad, angry, he shows ipad in kitchen? Office? Bedroom? ... (quick recap of video)



#5= where is luigi? Luigi has his ipad? Who has his ipad? Emma has her ipad? Whose ipad? Luigi needs toilet paper, needs his ipad? Luigi calls emma, who? Circle, what is emma doing? Emma le mostra

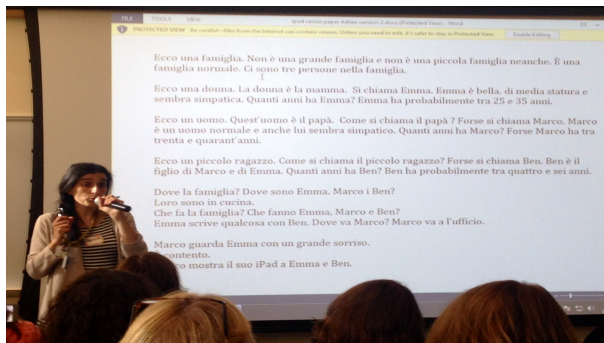


#6- Emma le mostra il suo ipad con tp, who is angry, who is happy now?



She did this video for 3 days!!!!\_(50min classes)

then she does the reading about the video and ask questions, pop-up grammars do choral translations, teacher reads one sentence at a time or part of a sentence if it is long



\*pick 3 structures for each MovieTalk clip\*

TPRS steps with Movie Talk:

Step 1= establish meaning of the structures

Step 2=story line is the movie/video clip

Step 3= reading about the clip

after the reading, they can draw, they retell it at home to parents, free write, dictation  
student job=writing a quiz as teacher reads/asks questions about reading

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when someone is called to the office: “everybody stand up” teacher says to student called, you can leave. They aren't the only one up and leaving.

### ASSESSMENT:

1. What will be assessed?

Knowledge	skills
-information	-abilities
-patterns	-consistency
-connections	-frequency

2. why will it be assessed?

3. How will it be assessed?

4. How often will it be assessed?

5. How will the assessment be used?

Informal assessment: used only to monitor and adjust instruction  
every moment in a CI/TPRS is informal assessment

Formal assessment used to monitor and adjust instruction, and to record progress for grading purposes  
ex. Picture with three choices, which one is the picture?

At the bottom of each quiz, have the student share something in english or spanish  
how are you feeling? Tell me about homecoming? Can be anything

assessment can be: games, activities, guided practice, quizzes, rough drafts, hw, projects, etc.

summative assessment: will be collected and stored for each student  
unit, mid-term, final exam

for grading writing: are they making the same errors of native speakers of the same age

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Music

Señor Wooly=Guapo

kids will remember everything done in song

using words from a song, can do gestures, improvisation (act out the song), flashcards with pictures (call out word and ss touch it), sound effects (of a word(s) in song), song effects (echo word like in Rudolph song)

flashcards=teacher says word, first student in partner to touch word wins  
with only pictures

now student must say aquí esta then touch it

cut them up to play bingo=tell a story, turn over card as you hear the word in the story

pictograms=reading exercise

can sing song with just pictures, one country sings one part, other country sings other part

poetry: lyrics are poems

pick 4-5 lines out of song that they like, put them in poetry format

\*Wavin Flag=can do it on a picture of flag

From song to story....

pick out high-frequency phrases from song. Create a story with them. Students read it, illustrate it, act it out, do gestures, questions, etc.

\*Do De Colores as next song in spanish 3

\*upper level: pick song to do next

\*song, look up on youtube: Camarero Enrique: <http://www.youtube.com/watch?v=tKyRTCtpBt4>  
he is now choreographer for O'Ne direction

Peer Coaching Session: Saturday, Oct. 12<sup>th</sup>

[www.mwcsd.org/webpages/lclarcq](http://www.mwcsd.org/webpages/lclarcq) Laurie's website

Sabrina teaching French: one word image=travaille

student job= student counter, qui person, où person, other question person, time keeper, student who counts how much time is in the TL (extra credit points), write down structures, the gestures used can do recording on google doc.

Give jobs so that they are “doing something”, good for differentiation, honor their skills

pace is clear, deliberate and slow even in english

with words that are multi syllabal= use multi gesture

always pause

\*put days and months in Spanish on the wall, last week, last night, yesterday, two months ago, etc.

Circle time: (to start the class)

circle the date= days, date, month

circle how do you feel today

=no more than 5 min

circle the school menu for food

the weather

\*\*try something radical= don't put the verb endings

example: put habl = talk

or

tuv- tuviera, tuvieran.....

pud- pudiera, pudieras, pudieran.....

when writing= if you have to, use your notes, the reading (but change it!)

write cognates in different color, write out of bounds in diff color than normal

every thurs/fri we have a quiz

if things are stale, add a detail go to a question word, ask the class: I need to ask 4 more questions, what should they be?

Keep asking for details, take your time asking the questions

when getting possibilities, tell your secretary : write that down!

Always have a possibility in your head in case the class gives you nothing

when teacher says quién, class goes whooo whooo (like an owl)

