Interpersonal Activities for young learners

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#vgilbertTEACH

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I CAN STATEMENTS

1) I can create a context that is “deep & rich” for students to acquire and use the target language.

2) I can use performance indicators to select or create appropriate tasks in the input to output sequence.

3) I can scaffold student performance at a variety of levels (novice -- intermediate).

4) I can provide feedback on student performance that motivates forward motion on the proficiency pathway.
Brainstorming of “deep & rich” for the Early Language Learner

1. Games
2. Birthdays
3. TV or Comic book, superhero characters
4. Animals or other science interests
5. Something hurts
6. Stories (magical, problem solving, etc.)
7. ??

What would you add? Pick one & tell your partner how and why it would work with your students....
NCSSFL-ACTFL Can-Do Statements

https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

Backbone of the profession

The TELL Project – describes the model WL teacher & provides resources to become one
http://www.tellproject.org/tools/startalk/

StarTalk Programs for teachers and students
https://startalk.umd.edu/public/

National Council of State Supervisors For Languages
http://ncssfl.org/about-ncssfl/

American Council of Teachers of Foreign Languages
https://www.actfl.org/
# NOVICE

## PROFICIENCY BENCHMARK

*I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

## PERFORMANCE INDICATORS

### NOVICE LOW

*I can* provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 7</td>
<td>When is your bday please? (song line) The 7 of April</td>
<td>Is your bday today/tomorrow/yesterday?</td>
</tr>
</tbody>
</table>
**How can I meet my needs or address situations in conversations?**

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td><strong>NOVICE LOW</strong></td>
</tr>
<tr>
<td>I <em>can</em> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
</tr>
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<thead>
<tr>
<th><strong>NOVICE LOW</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bathroom (with gestural support)</td>
<td>Bathroom please</td>
<td>Bathroom after John please?</td>
</tr>
</tbody>
</table>
How can I express, react to, and support preferences and opinions in conversations?

<table>
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<tbody>
<tr>
<td><strong>NOVICE LOW</strong></td>
</tr>
<tr>
<td>I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
</tr>
<tr>
<td><strong>NOVICE MID</strong></td>
</tr>
<tr>
<td>I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</td>
</tr>
<tr>
<td><strong>NOVICE HIGH</strong></td>
</tr>
<tr>
<td>I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</td>
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<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
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</thead>
<tbody>
<tr>
<td>Sí / No</td>
<td>No, porque es perezoso</td>
<td>Sí porque Spiderman es fenomenal</td>
</tr>
</tbody>
</table>
Como decir mono

Hombre Araña
Twitter conversation:

**Rebecca Blouwolff @MmeBlouwolff**

A1 Probably before reading While We're on the Topic by BVP, I would've said "turn & talk." Now I'm thinking more information gap/Tasks that ensure Ss listen to others' answers and use them for a purpose.

#langbook

5:09 PM - 12 Apr 2018

14 Likes

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**Erin Carlson @Erinrae0399 · Apr 13**

Replying to @MmeBlouwolff

I missed the chat last night, but yes! Any task that requires the partner to listen and show comprehension will always be more valuable than just chatting.

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**Dawn Carney @DawnCarney3 · Apr 12**

Replying to @MmeBlouwolff

A1: using interpersonal info for a purpose has been a big game changer. Teachers are trying it and I believe it will lead us to creating even better tasks

#langbook
How do you get students there?

**INPUT – OUTPUT SPECTRUM**

Selecting games and activities according to input or output phase can ensure a successful moment for students, be sure you have given students enough input before demanding output or make the output component voluntary—When used at the right time, these activities also serve as checks for understanding or formative feedback. Games in the middle can have the linguistic demand adjusted to each participant or occasion, students love to “level up”. Often an advanced or heritage speaker in the class can have the role of directing the game play if they say “yo quiero hablar espanol”.

<table>
<thead>
<tr>
<th>INPUT</th>
<th>CHORAL OUTPUT</th>
<th>INDIVIDUAL OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student shows understanding gestures or physical response</td>
<td>Students chime in together</td>
<td>Students can respond without scaffolding</td>
</tr>
</tbody>
</table>

| Magic Hat / N.O.Q. Caja Mágica ONLY Pointing or lift/lower Hold Ups or Pin the “plate” Platos y pinzas Jump to it A saltar Simon Says Diego Dice Fly-swatters Mata-moscas Abracadabra Magia Potaglia N.O.Q. Yes/no, selecting from options Songs Right or Left hand? ¿Izquierda o Derecha? High /Low Voices Voz alta/baja 4 corners “X” esquinas Guess Adivina Memory (Concentration) Memoria N.O.Q. Student produces language What’s there?/ What’s missing? ¿Qué hay/que falta? Partner Info Gap activities (e.g. grid fill-ins or find a match) Tic-tac-toe 3 en Raya Board Game Juego de Mesa N.O.Q. Student elaborates Mad Libs |
Activities that spark target language use have several design requirements

- Negotiation language (it’s my turn, it’s your turn, don’t cheat, etc.)
- Must speak to play- authentic context for students this age.
- Reusable with new content so explanation or English only has to happen once in the year, in the program, etc.
- No prep, beyond initial set up
- Allows for slow release of responsibility to students
JUMP TO IT (INPUT- kinesthetic)

• 3 roles (2 jumpers, 1 caller)

• Jump to image called/identified

• If image is not there, jump backwards

• Level up by describing something about the image or related to the image, e.g. opposite
simpático

gracioso y divertido

gracioso y divertido

inteligente

bueno, no es malo
High Voice / Low Voice - OUTPUT choral

- Like Cold/Hot game, except that students and teachers use voices repeating a sentence related to the image to guide person who is “it” to the “hidden” image. (Image should still be partly visible.)
- One student asks to leave the room or hide their eyes, another asks to select & hide from set of images.
- When student finds image, he must repeat the sentence to earn points...
Die - simple output (label or identify)

- Assure all students seated with hands up & bottoms in seat.

- Toss die lightly towards someone who is not looking

- Student must identify image on face where thumb lands. If they can, they get to toss. If not, goes back to teacher to toss
Adivina (Guess which one?) Ask & Answer

• Play whole group version first time, once students can play confidently, transition to partner play.

• Pass out image set in plastic pocket page, with markers and eraser felts

• Model in front of whole group how students should ask if it is a particular image, how to answer, and switch.

• Select one partner pair to demonstrate to the class what they did.
¿Es cómico? (No)

¿Es inteligente? (No)
TIC-TAC-TOE – OUTPUT word & phrases

- Divide class into 2 groups, assign one color post it to each.
- Take turns marking spot IF student can identify or say something about it.
- If student says 2 or more things about spot, this locks the spot.
- If not locked, spot may be stolen by saying something new about image. Spots can only be stolen one time.
Assessment & Feedback

Students relish positive recognition (commenting on status “independiente”, I can stickers, I can King, High Fives, etc.)

I became an I CAN KING on February 26, 2018 when I described what an animal was, as well as what it was not.
Proficiency Images – Students know where they are on the pathway and what comes next...
Jugando Béisbol en Español

¿Juegas tú al béisbol?

Base 1: Contestas con una sola palabra.
Ejemplo: Sí o No

Base 2: Contestas con una oración simple.
Ejemplo: Sí, juego béisbol

Base 3: Contestas usando una elaboración.
Ejemplo: Sí, juego baseball en el parque

Interrogativos:

<table>
<thead>
<tr>
<th>Dónde</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuándo</td>
<td>When</td>
</tr>
<tr>
<td>Por qué</td>
<td>Why</td>
</tr>
<tr>
<td>Cómo</td>
<td>How</td>
</tr>
<tr>
<td>Cuál</td>
<td>Which</td>
</tr>
</tbody>
</table>

Base 4: Contestas usando dos o más interrogativos.
Ejemplo: Sí, juego baseball en el parque (dónde) los domingos (cuándo).
Leveling Up!

• Borrow from any situations students already know, e.g. skiing proficiency, or video games

• “fácil o difícil” – give students choice in the level of challenge

• Celebrate the move forward, reward those who try & fail with recognition so students know what matters is trying!
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Questions? Comments? Ideas?

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