Activities to Engage Learners and Enliven Your Classroom!

Introduction and Explanation of New StarTalk Supplemental Activities Resource

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Games and activities help to build proficiency because they provide a meaningful context for language practice.
Can Do Statements

I can explain why I use learning activities during instruction.

I can choose activities that align with the modes of communication.

I can identify activities for the appropriate age and proficiency level of my students.
Agenda:

- Underlying concepts for language practice activities.
- Planning for deep and rich activities
- Managing games and activities
  - Organizing and distributing materials
  - Controlling noise
  - Modeling
- STARTALK Activities Matrix
- Sample Games and Activities
Underlying Concepts
The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. What the student does is actually more important than what the teacher does. (Schuell, 1986, p.429)
THOROUGH AND PURPOSEFUL SELECTION OF STRATEGIES IS NEEDED TO MAXIMIZE OPPORTUNITIES FOR LEARNERS TO INTERACT IN THE TARGET LANGUAGE
Benefits of Games and Activities

- Practice to Build Proficiency in 3 Modes
- Meaningful Context for Intensive Practice
- Collaboration
- Diagnostic Tool/Formative Assessment
- Engaging ALL learners
**Levels of Language Proficiency**

**Distinguished:** Can reflect on a wide range of global issues, use persuasive hypothetical discourse, and tailor language to a variety of audiences.

**Superior:** Can support opinion, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation. No patterns of errors. *Extended Discourse*

**Advanced:** Can Narrate and describe in the past, present and future time/aspect, and handle a complicated situation or transaction. *Paragraph Level*

**Intermediate:** Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction. *Sentence Level*

**Novice:** Can communicate minimally with formulaic and rote utterances, lists, and phrases. *Word Level*

**ACTFL (American Council on the Teaching of Foreign Languages)**

*Inverted Pyramid*
Children who develop strong oral language skills during the preschool years create an important foundation for their later achievements in reading, especially reading comprehension.

Children’s oral language competence strongly predicts their facility in learning to read and write…

(Storch & Whitehurst, 2002)
Deep & Rich Activities

Meaningful Context:
• Intrinsically Interesting
• Cognitively Engaging
• Culturally Connected

Purpose:
• Connected to the Lesson Goals
• Build Proficiency
• Age-appropriate

Engagement & Interaction:
• 100% Participation
• Partner & Small Group Activities

DEEP & RICH ACTIVITIES

Purpose

Engagement & Interaction

Meaningful Context
Managing Games and Activities

Forming Groups
Organizing and distributing materials
Controlling Noise
Modeling
Matrix
<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Mode</th>
<th>Groupings</th>
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<tbody>
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<td>Inter-Pret.</td>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Materials</th>
<th>Movement</th>
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<td>Name of Activity</td>
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<td>Interpretive</td>
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<td>Agreement Circles</td>
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<td>Anchor Charts</td>
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<td>Ball Toss</td>
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<td>Biographical Poem</td>
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<td>Chat Stations</td>
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<td>Invisible Map</td>
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<td>Frayer Square</td>
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<td>x</td>
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<tr>
<td>Interactive Word Wall</td>
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Guidelines for Using the Matrix

1. Choose the activities that are aligned with the lesson can dos
2. Adjust the activities to the age and proficiency level of the learners
3. Model the activity for students; model with a student; guide a pair or small group as they perform the activity before students begin to work independently
Sample Strategies
Continuum of Language Activities

Low-risk | Controlled | Independent
---|---|---
Patterned | Structured conversations | Open-ended conversations
Practice Activities | Partner Work | Presentations
(Chants, Songs, Stories....) | --limited choice | Role-plays | Language Frames
NOW IT'S YOUR TURN.
Find an interpretive activity you can use with heritage learners.
Interpersonal Mode

Find an interpersonal activity you can use with all proficiency levels.
Presentational Mode

Find a presentational literacy activity.
Find an activity that you would like to try.
Name: Gallery Walk

Purpose: To present information to an audience of peers, to ask and answer questions about content

Materials: Images and artifacts from the target culture, pictures of characters and events from a story, students’ writing products, and so on...

Directions:
In a gallery walk students are actively engaged as they walk around the classroom looking at drawings, visual representations, and poster projects that have been hung on the classroom walls or displayed in the classroom. A Gallery Walk can be used at any point in the lesson to engage students in presentational and/or interpersonal speaking. While students are at each product, there is a communication task that they must complete. Perhaps students can complete a graphic organizer as they view the “exhibit,” or answer a list of questions.

Students can take a gallery walk on their own, with a partner, or in small groups. The teacher announces when groups should move to the next piece in the exhibit. Each product should be spaced far enough apart throughout the room so that different groups have their own space. At the end the teacher processes with students to find out what new information they gained.
Can Do Statements

I can explain why I use learning activities during instruction.

I can choose activities that align with the modes of communication.

I can identify activities for the appropriate age and proficiency level of my students.
Did you have an “aha” moment? Was there something you really want to remember?

Share with someone nearby.

Share with the entire group!
Questions???
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