



Languages Other Than English

PART II.1

My Family in Pictures	2
Second Grade Writing Experience	7

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



My Family in Pictures



LOTE

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- ▲ use appropriate strategies
- ▲ compose informal notes

Resources

- filmstrip acetate
- extra fine permanent markers
- cassette recorder
- filmstrip projector

My students really love the hands-on drawing on the acetate even though it is possible to do the whole presentation on the computer using a multimedia program. They are very excited about what they are creating and look forward to the surprises their classmates have in store for them.

Teacher

Approximately 10 (39 minute) classes were devoted to the entire activity, from introduction through final presentations.

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Grade 8

Before undertaking this activity, I taught:

- numbers
- personal description (ser)
- noun/adjective agreement; possessive adjectives
- verbs: -ar (and gustar);-er (and tener); -ir and irregulars
- negation
- family vocabulary

Purpose:

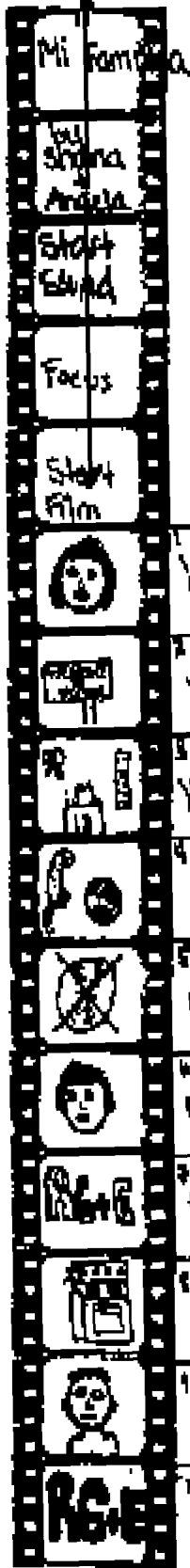
To give students an opportunity to exchange information about themselves and their families by writing and then reading an original script in the target language. The hands-on opportunity to draw symbols and/or pictures for their stories helps them communicate specific facts.

The teacher will:

- ✓ explain the assignment, including definition of first person narration
- ✓ show how to break the story down and add pictures at significant points
- ✓ tell how to audio record the story and include sound effects if they wish
- ✓ demonstrate how to draw on filmstrip acetate
- ✓ show a teacher-made sample filmstrip to set the standard for their work
- ✓ develop a rubric for students to assess the filmstrips during class viewing.

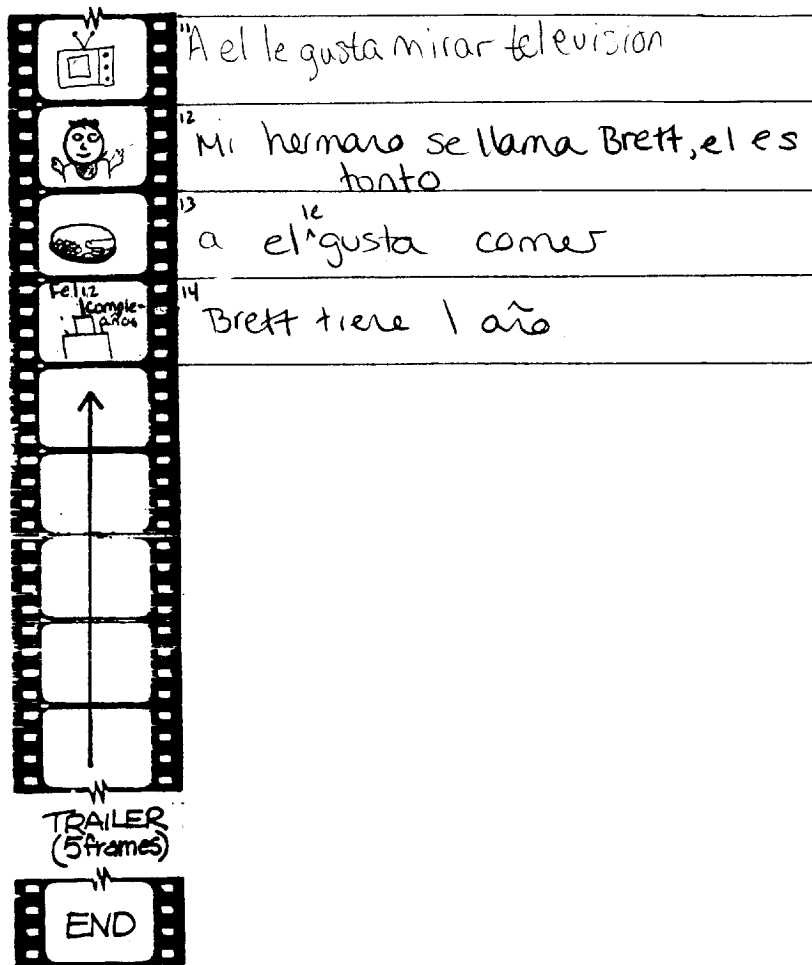
SIARI

LEADER
(5 frames)



The students will:

- ✓ revise their stories with guidance from teacher
- ✓ draw pictures to go with their stories (approximately 15-20 frames)
- ✓ trace their pictures from storyboard onto acetate
- ✓ record their story on cassette
- ✓ show their filmstrips to the class
- ✓ assess each filmstrip using the rubric.



REFLECTION:
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It was important to do this activity sequentially and with much teacher oversight. Once they had written their stories and made corrections at my suggestion, it was easy for them to follow the next steps. Other than some of the writing of the original story and recording the sound, they did everything in the classroom so that I could monitor their progress and answer questions immediately. After using and adapting this activity, I know that students could create filmstrips for any grammar or cultural principle and use it as a vehicle for peer teaching and the commensurate reflection upon their own understanding.

Assessment

Student Filmstrip Assessment Rubric : My Family in Pictures

	Beep to advance film	Music & Special Effects	Pronunciation	Sound Level & Quality	Requirements Before Title Frame	Quality	Color	Requirements After "El Fin"
4	Beep was at same level as speaking and music.	Music/Special Effects were perfect. They went right along with story.	Spanish speaking was excellent. I only caught one mistake or less.	Sound level was consistent throughout film.	Focus and Start Sound were clearly indicated before title frame.	The drawings were excellent. It was very clear to understand.	Very colorful	Name, year and credits listed after "El Fin."
3	Beep was not consistent: A beep was missing so we didn't know when to advance film.	M/SE were choppy. There was not a smooth transition from speaking.	Spanish speaking was very good. I caught 2-3 errors.	Either the beep or the music was at a different level from the speaking.	N/A	Two pictures were difficult to understand or see.	N/A	Name and year listed after "El Fin."
2	Beep too quiet. We didn't know when to advance film.	Music went on too long. Should not have played so much.	Spanish speaking was o.k. I caught 4-5 errors.	The speaking, music and beeps were all at different levels.	N/A	3-4 pictures were difficult to understand or see.	N/A	Only name listed after "El Fin."
1	Beep was too loud. I still have ringing in my ears.	Music was not at the same level as the speaking. (Too loud or too soft)	Spanish speaking was poor. I caught 6 or more errors.	The speaking was very difficult to hear and understand.	Only one of the two items (focus/start) was listed before title frame.	I had trouble understanding the pictures. (5 or more)	N/A	N/A
0	No tone to advance film.	No music or sound effects.	Hey, it was all in English!	I couldn't hear a thing or I can't hear a thing now.	Started with the title frame.	No pictures	All in black	Ended at "El Fin."

Filmstrip Total: _____

Student Name(s): _____

Name of Grader: _____

**Español 8
Una Cuenta
Sra. Crowley**

**Nombre:
Fecha:**

The following items must be included in your story. Please use this list as a checklist while you are working and before you turn in your first draft.

_____ **A. Title**

_____ **B. Describe the main character (yourself)**

_____ **1. Name**

_____ **2. Where from**

_____ **3. Description (age & characteristics)**

_____ **4. Likes and/or dislikes**

_____ **C. Introduce family members (3 people)**

_____ **1. Name**

_____ **2. Description**

_____ **3. Name**

_____ **4. Description**

_____ **5. Name**

_____ **6. Description**

_____ **D. State where you all live**

_____ **E. What do the other members of your family like/dislike**

_____ **F. Tell the profession of 1 parent**

_____ **G. Use the verb tener**

_____ **H. Use the verb gustar**

_____ **I. Use an -er verb**

_____ **J. Use an -ir verb**

_____ **K. Use an -ar verb**

_____ **L. Use 1 irregular verb in the yo form**

_____ **M. Use a possessive adjective**

_____ **N. Use 5 different adjectives (minimum)**

_____ **O. Use one negative expression**

_____ **125 points (+25 if typed)**

Second Grade Writing Experience

SPANISH
Checkpoint T A

Standards & Performance Indicators

LOTE

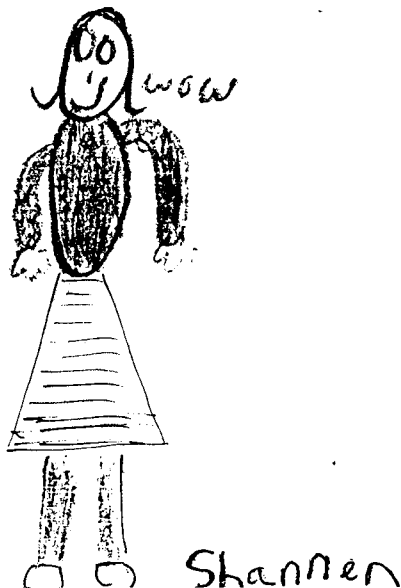
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- ▲ comprehend language
- ▲ compose informal notes

Skills for creative writing such as sequencing, punctuation, capitalization, correct sentence structure are emphasized. Embedded in the activity are the development of positive listening behaviors and positive attitudes toward reading and writing.

The children are always excited when their homemade stories are read to them a year or two later, and it's amazing how they can remember exactly what they wrote!

Teacher



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Grade 2

This is an excellent review of colors, numbers, family, transportation, some adjectives and the South American rain forests. It also serves as an introduction to a particular season or holiday.

What will the teacher do?

- ✓ list new vocabulary on board
- ✓ pronounce each vocabulary word
- ✓ assign an action to each new word
- ✓ ask questions about vocabulary
- ✓ tell class they are going to write a story about a specific holiday
- ✓ lead class in writing process by brainstorming who, what, where, when, and why of story
- ✓ provide first sentence of the story based upon the brainstorming session
- ✓ record on easel and facilitate process by taking one sentence from each child
- ✓ write each sentence in different color and include specific contributor's initials.

Second graders receive 75 minutes of Spanish instruction per week. However, since Spanish is integrated into the curriculum, classroom teachers often use part of their instructional day to continue the lesson.

What will the students do?

- ✓ repeat vocabulary
- ✓ respond to vocabulary with proper action
- ✓ brainstorm with teacher / facilitator
- ✓ add a section to the story
- ✓ type their section on computer
- ✓ illustrate their own page
- ✓ read their own page (sequentially, as it fits story)
- ✓ read the story to younger classes.



ASSESSMENT

Since we do not assign letter grades in second grade, I developed a checklist. Assessment via the checklist is ongoing throughout the entire series of lessons.

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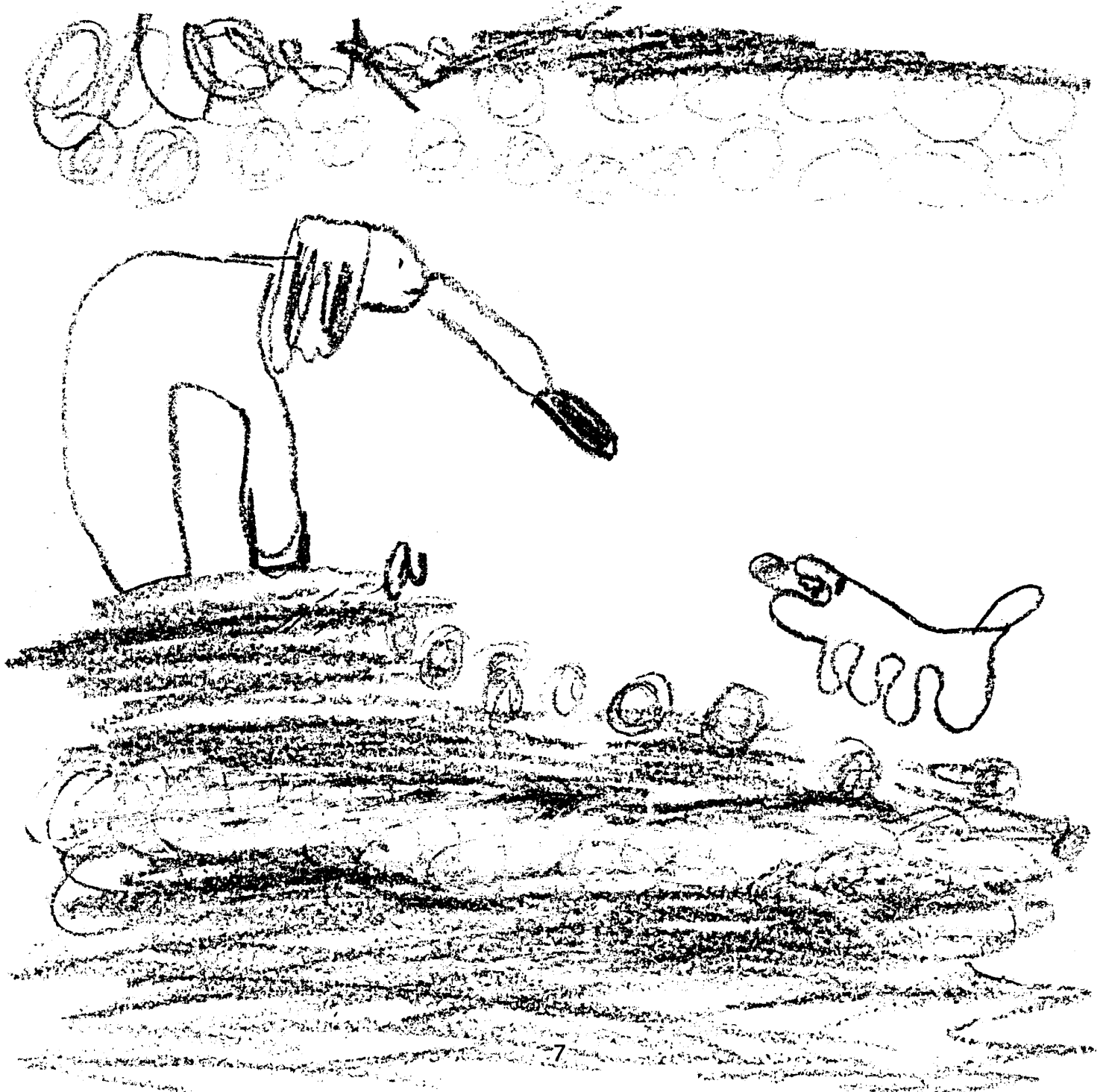
Tying the Spanish curriculum into other content areas is vital. Students need to see that foreign language development is a process, just like learning how to read, write, or multiply.

**Second Grade Creative Writing
Ongoing assessment Teacher Checklist**

STUDENT:	EMERGING	PROGRESSING	MASTERED
Starts sentence with capital letter			
Uses correct punctuation			
Uses previously learned Spanish			
Uses new vocabulary			
Sequences story			
Actively participates			
Orally recognizes new Spanish vocabulary			
Accurately illustrates picture			
Reads orally with accuracy			

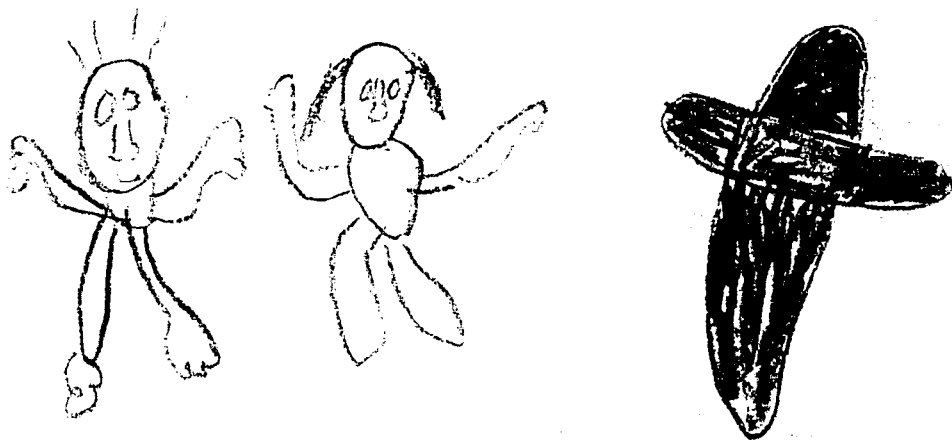
In order to assess the learning, my checklist of items determines the students' skills and progress in terms of *Emerging, Progressing, or Mastered* .

The ground was made of nubes. All the animales were hunting for huevos.



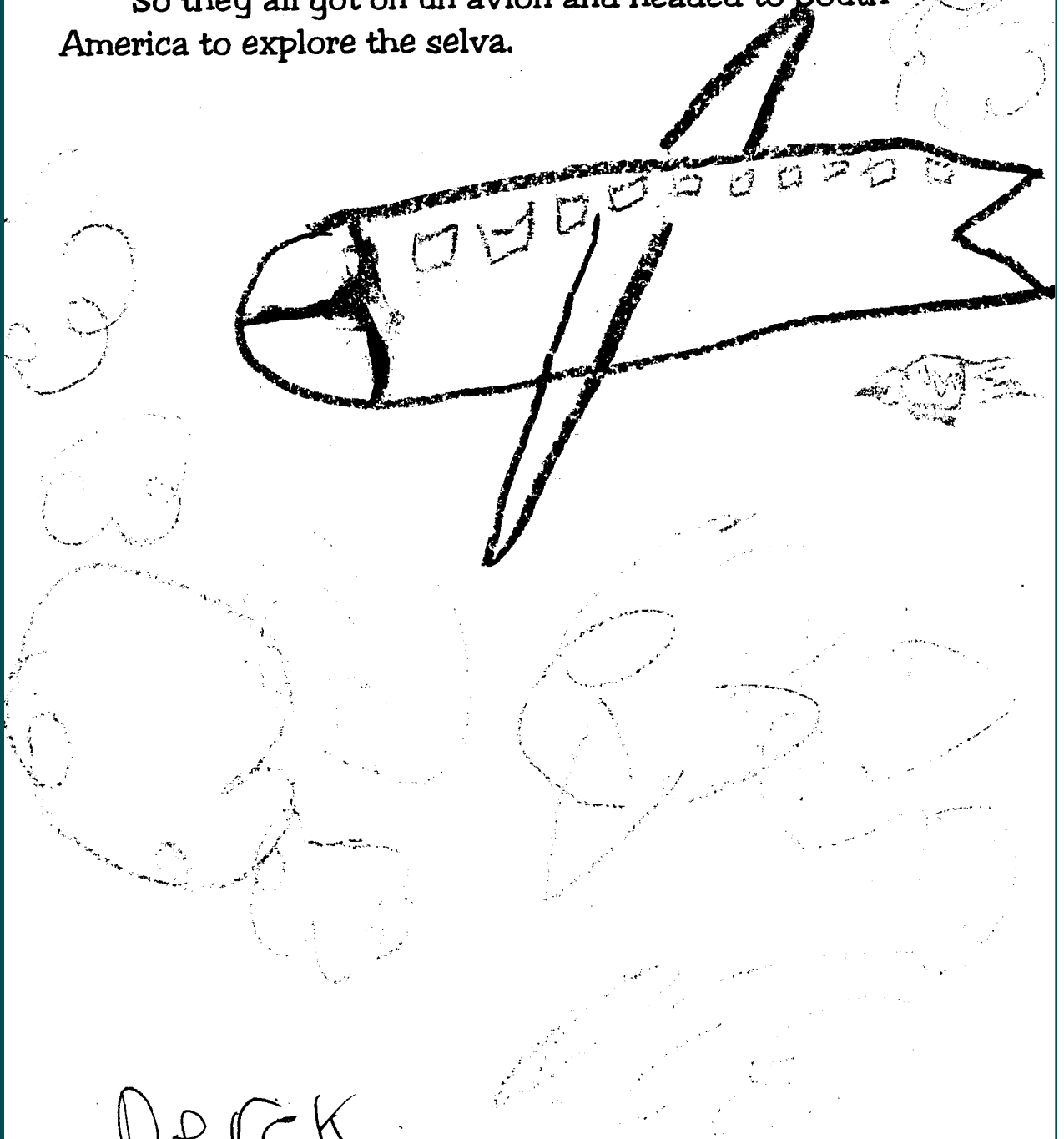
This type of lesson provides success for all students, even those at a very early age.

La Adventura de Carlos y Ana



It was the week before Pascua, and Carlos and his hermana Ana, asked their padres if they could go on vacation to the rainforest. Their padre thought it was un idea fantástica!

So they all got on un avión and headed to South America to explore the selva.



Derek

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Once they were there, they saw árboles grandes, and everything was verde.

The padre told Carlos and Ana that he heard that the Easter Conejo and his helpers lived somewhere in the selva.

Carlos and Ana said, "¡No es posible!"

The madre said, "Wouldn't it be amazing if we saw where the Easter Conejo lives?"



The next día they started walking along a trail when Ana Saw something very weird. It was the mas grande conejo she ever saw. It was siete pies tall. It had orejas grandes, y una nariz pequeña. It was all blanco except for a patch of negro around his ojo. The conejo saltó y saltó, then disappeared behind un árbol enorme.

"Did you see that, Carlos?", Ana asked.

Carlos replied, "That conejo almost saltó on me! Let's follow him!"

They followed the conejo behind the árbol and disappeared también.



The árbol was mágico. They traveled abajo and landed in a secret tunel that took them to Easter Conejo Land.

