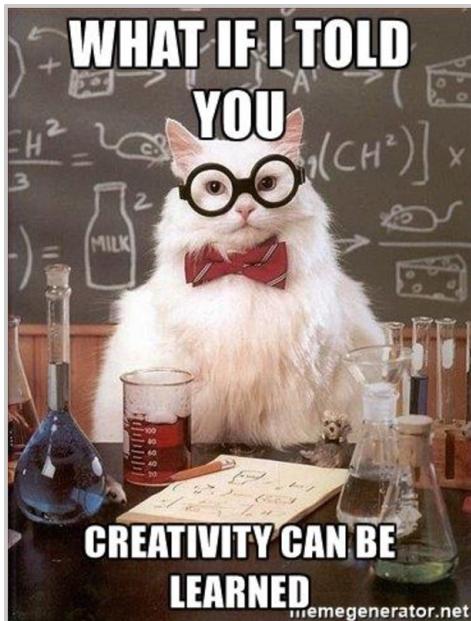


Making Creativity Work in Your Classroom



Packet QR Code



Presentation QR Code

Discover multimodal strategies to support students in meaningful ways and to support their creative thinking and learning. Visual, Auditory, Kinesthetic, and Tactile strategies and activities will be introduced and adapted for different teaching contexts. This session will revitalize your teacher toolbox for next week's class.

FLESFEST 2019

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AUDITORY- Sound effects in story-telling

“Listening skill is the basic bricks and mortar of language acquisition” (Bozorgian, 2012, p. 9)

Make your own sound effects

- Rain stick
- Thunder (corks in a bottle)
- Hail (rice in empty bottle)
- Storm (rice in a balloon)
- Bubbles (water(straw)
- Horse (coconut shells)
- Clapping
- Animal Sounds
- Reaction sounds (GASP!, Oooh la la)
- Drumroll
- Heartbeat (beat on chest)
- Car (beep!)
- Bells
- Songs (Careless whisper)

Technological sound effects

Websites:

- www.freesfx.com
- www.freesound.org
- www.classroomscreen.com
- Search online
- Download

Apple Apps:

- Soundbox
- Sound Effects

Google Play Apps:

- Sound Effects
- 100s of Buttons and Sounds

Creative Language Teaching: We can make input comprehensible in meaningful ways by adding more auditory elements to our storytelling. For example, a teacher may use this strategy to introduce a lesson, to get more repetitions with key vocabulary, or as an engaging hook.

For example, think of a story related to a morning on a farm in Wisconsin. Then, select 3-4 key words and assign each vocabulary word a sound effect. **Tip:** Instead of using sets of words (e.g. farm animals) try to use diverse sounds (e.g. animal, weather, dramatic element).

Unit: Describing a morning on the farm in Wisconsin

What is the source of sound?	How will you make the sound?
Example: Dog	Voice- Woof woof!

Teaching for Students' Creativity: Sample Worksheet

I. Instructions: Listen to the three sound effects your teacher plays. Each sound will be played twice. Draw the sound or write a description of it. These sounds will be used in part II.

 Sound one	Name of the sound or drawing of sound.
 Sound two	Name of sound or drawing of sound.
 Sound three	Name of sound or drawing of sound.

II. Now, create a 5-image comic utilizing those three sounds. It must: 1) Include all three sounds 2) Have a beginning, middle, and end 3) Include a surprise!

#1.	#2.	#3.
#1. _____	#2. _____	#3. _____

#4. _____	#5. _____



Kinesthetic: Coupling movement with language forms

“Gestures are spatio-visual phenomena influenced by contextual and sociopsychological factors, and also closely tied to sophisticated speaker-internal, linguistic processes” (Gullberg, Kees de Bot, & Volterra, 2008, p. 149)

Creative Language Teaching: Everybody go! is an improv game using actions and repetition. The idea is that someone in the circle shares a sound and does an accompanying movement, and then everyone else in the circle has to repeat that sound or movement as closely as possible. For example, the student may say everybody make a triangle, students repeat the word “Triangle” and then make a triangle with their hands.

During a thematic unit on “Spending a day in Retiro park (Madrid)”, for example, this game could be used to teach the difference between push/pull. To scaffold the task, students can be given preplanned images of various objects pushed and pulled in the park like a wagon, dog, boat, stroller, etc. In the circle, the student with the boat picture would say “Everybody push a boat” and then the circle would show greater force as they push a boat. This improv technique could also be adapted to other content like throw/catch; Walk like/Act like; Decrease/Increase, and so on.

Example A	Example B	Example C
Action= Walk <i>Walk like an elephant</i> <i>Walk like jello</i> <i>Walk like you are tired</i>	Action= Throw <i>Throw a feather</i> <i>Throw a bowling ball</i> <i>Throw a beach ball</i>	Action= Push <i>Push a boat</i> <i>Push a swing</i> <i>Push a bench</i>
Action= Act <i>Act like the color blue</i> <i>Act like you are worried</i> <i>Act like you are 100 years old</i>	Action= Hold <i>Hold a tiny kitten</i> <i>Hold a bowling ball</i> <i>Hold a cactus</i>	Action= Pull <i>Pull a wagon</i> <i>Pull a balloon</i> <i>Pull on a rope</i>

Teaching for Students' Creativity: The improv game called “What are you doing?” (http://improvencyclopedia.org/games/What_are_you_doing.html) is a wonderful way to push students’ divergent thinking skills.

What are you doing in Retiro park?	
 <p>Student A</p>	<p>Students A, B, and C stand in a circle.</p> <p>Student A acts like they are playing tennis.</p> <p>Student B asks, “What are you doing?”</p> <p>Student A says, “I’m jumping rope”</p> <p>Student B acts like they are jumping rope.</p> <p>Student C asks, “What are you doing?”</p> <p>Student B says “I’m having a picnic”</p> <p>Student C acts like they are having a picnic.</p>

Adaptations:

- Give students a central theme (e.g. visiting a park)
- Instead of “What are you doing” change the question
 - What are you pushing? What are you pulling?
 - What are you throwing? What are you holding?
 - Where are you going?
 - What did we do?
 - Who are you?
 - What do you like to do?
 - What do you see?
 - What can you do?
 - What did you do last weekend?
 - How are you feeling?
 - What did you do at FLESFEST?



Visual--Designing and playing visual games

“The memory for pictures is superior to the memory for words because pictures are encoded both verbally and visually, whereas words are principally, but not fully, encoded verbally” (Endestad, Magnussen, & Helstrup, 2004, p. 214).

Creative Language Teaching:

Hearts and Clubs Teacher Directions: Games are a wonderful way to engage students in interaction. In this game, the goal is to play through the deck until no cards can be drawn. To prepare, the teacher takes a regular deck of cards and separates the hearts and clubs into two draw piles: one for hearts and one for clubs. These cards are then shuffled and one deck is given to each student. Each team has one copy of the game board. The example provided is for a unit related to visiting a Costa Rican Zoo. The hearts dictate the animal and the clubs dictate the action.

Game directions: In a group of four or six, form teams of two. One team begins and Person A draws from the hearts deck and Person B from the clubs deck. Based on the card combination, act out the sequence. For example, “Walk like a tarantula.” The other teams have to walk like a tarantula and the team that drew the card decides which team better performed the task. This team is then awarded the cards and play continues. This game could also be played with two players where the team acts out their own cards.

Hearts and Clubs: In a group of four or six, form teams of two. One team begins and Person A draws from the hearts deck and Person B from the clubs deck. Based on the card combination, act out the sequence. For example, "Walk like a tarantula". The other teams have to walk like a tarantula and the team that drew the card decides which team better performed the task or which team first responded. This team is then awarded the cards and play continues. This game could also be played with two players where the team acts out their own cards.

	Ace	2	3	4	5	6	7
	A frog	An iguana	A tarantula	A monkey	A toucan	A tapir	A coati
	Walk like	Dance like	Make sounds like	Eat like	Play like	Run like	Take small steps like

	8	9	10	Jack	Queen	King
	An ocelot	A quetzal	A sloth	A macaw	A butterfly	A bat
						

Hearts and Clubs: Using this blank board, how could you adapt Hearts and Clubs?

	Ace	2	3	4	5	6	7
							
							

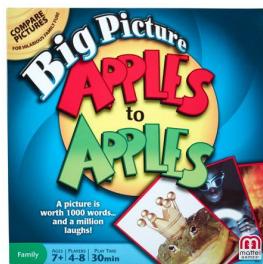
	8	9	10	Jack	Queen	King
						
						

Adaptations for Hearts and Clubs:

Prompt		
Students could draw: (Student draws the ear of an elephant)	Body part	Animal
Students could accept a gift from: (Student accepts a pencil from Xavier)	Gifts	Gift giver
Students could make contact with: (Student places elbow on something blue)	Body part	Color of object
Students could decide equal shares: (Student equally shares 6 brownies between two people)	Number of foods (e.g. 6 brownies)	Number of people

Teaching for Students' Creativity

Big Picture Apples to Apples Game Play: The goal of the game is to collect four green cards. One person, the judge, plays a green card that has an adjective (e.g. elegant, marvelous). The other players select nouns from their hands that best represent the adjective. Then, the judge selects which card he/she thinks best represents that adjective. The player whose card is selected keeps the adjective (green) card.



Apples to Apples: Adjectives for the language classroom

- Rules: Played like normal Apples to Apples; a judge decides which best fits



Your turn: Create your own Apples to Apples cards with the same formula or a new formula.

Example themes in Big Picture Apples to Apples

animals, emotions, nature, sports, foods, places, weather



Variation 1: Which is ____?

- Rules: Played like normal Apples to Apples; a judge decides which fits best



Which is
quickest?
fastest
speediest



Which is
slowest?
unhurried
leisurely



Which is quietest?
hushed
softest



Which is silliest?
funniest
happiest



Which is laziest?
sluggish
inactive



• Variation 2: Similes

- Rules: Played like normal Apples to Apples; a judge decides which fits best



I feel as strong as



I feel as bored as



I feel as cuddly as



I feel as silly as



I feel as nervous as



• Variation 3: If, then statements

- Rules: All players add a card; The cards are mixed up; one-by-one players try to guess who played each card.



If I could be any animal, I'd be...



If I could visit any animal, I'd visit...



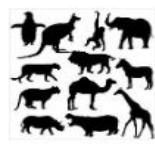
If I could have an animal BFF, my BFF would be...



If I could play _____ with any animal, I'd play with...



If I could eat dinner with an animal, I'd eat _____ with





Geometric Manipulatives: Tactile supports to boost interaction

“Speech is inherently and systematically embedded within a variety of multimodal behaviors—visual, tactile and proprioceptive—that are not merely peripheral parts of language, but together with speech, holistically constitute language” (Spence & McDonald, 2014, p. 1)

Creative Language Teaching: Designing puzzles is an effective way to set a purpose for communication and interaction. In order to complete the task, students work together to negotiate meaning, receive feedback, and modify their output. Integrating tactile or hands-on manipulatives can enhance these interactions. In the following examples, we will focus on a versatile manipulative called the tangram. A traditional tangram is a set of seven geometric shapes that includes five triangles (two small-two large-one medium), a square, and a parallelogram.

Simple puzzles. Students can be provided with the outline of a tangram or with the puzzle shapes included. Given the set of tangram pieces, students complete the puzzle. To support collaboration, each student can receive half of the pieces, being responsible for those pieces. Language to support this task may involve giving instructions like:

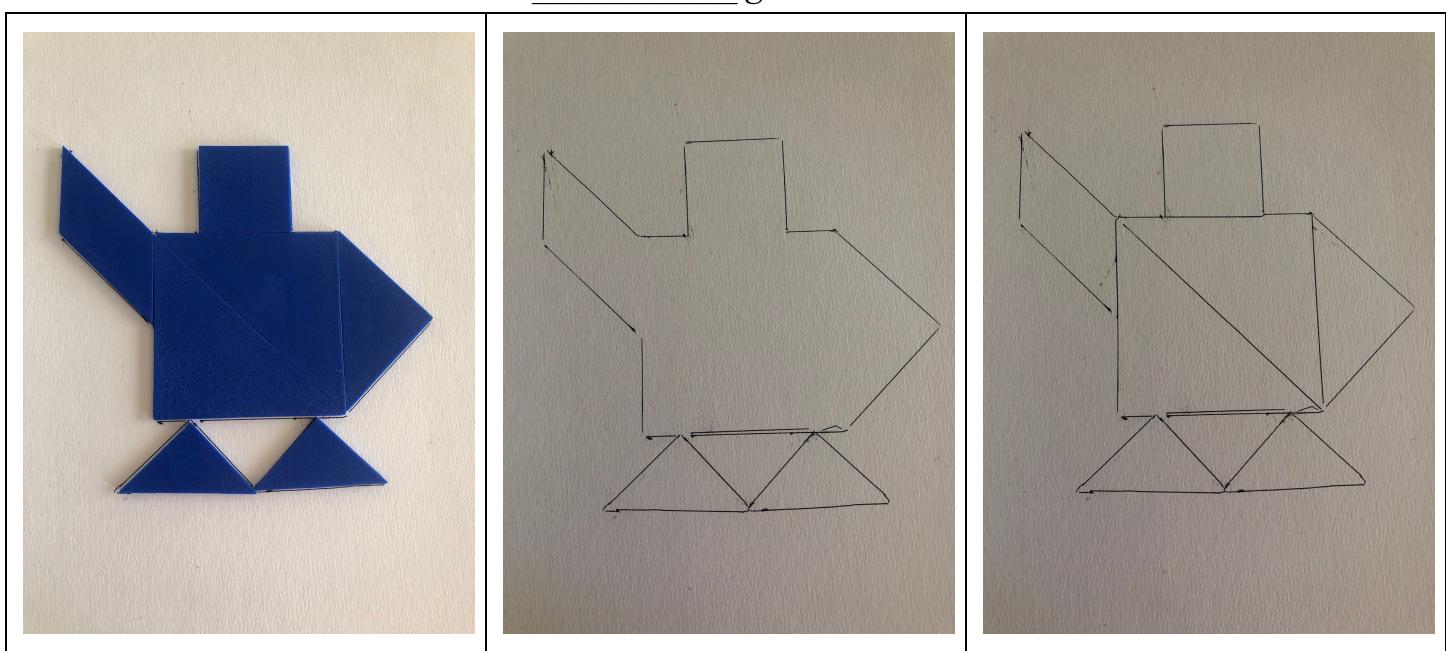
Find the small/medium/large _____.

Rotate the blue/red/yellow _____.

Pick up the _____ and place it below/above the _____.

Put the _____ next to the _____.

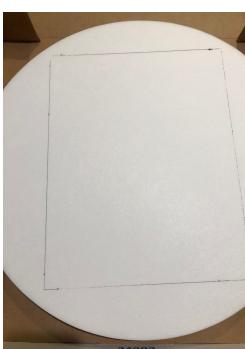
Where does the _____ go?



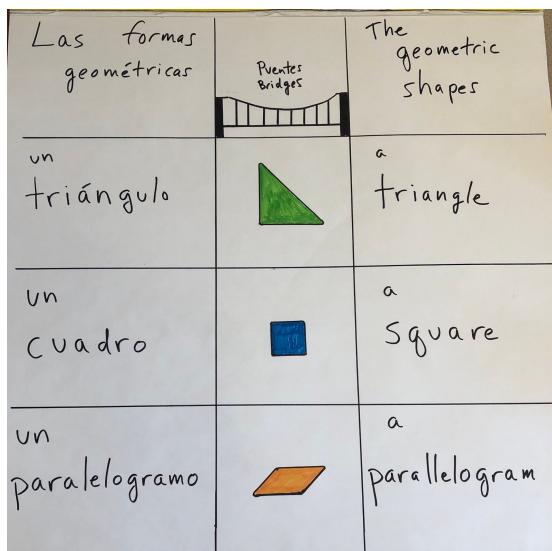
Variations with tangrams: Another way that tasks can be used in the classroom is to focus on students attaining an objective, one where meaning is primary. Using tactile supports, students could be asked to use the shapes to create:

- a self-portrait
- a feeling
- a quilting pattern
- a background story of the tangram animal
- a story using 10 different shapes/colors (e.g. the blue mountains and the red tower)
- a robot.

Note: Tangrams can be purchased as plastic/wooden sets, stickers, and/or created using laminated paper or milk filters for a felt board. To create them with milk filters:

				
Supplies: milk filters, pen, paper, scissors.	Place the 8 1/2 by 11 piece of paper on a filter.	Trace the piece of paper with a pen	Cut out the milk filter paper.	Color print onto the filter.

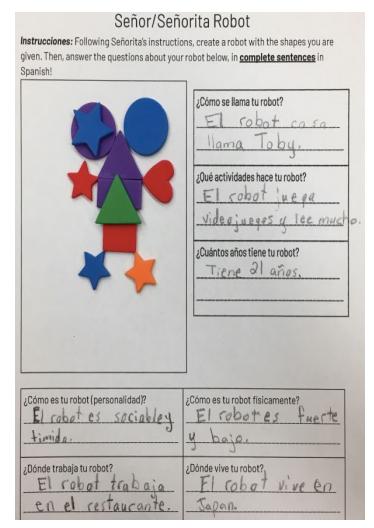
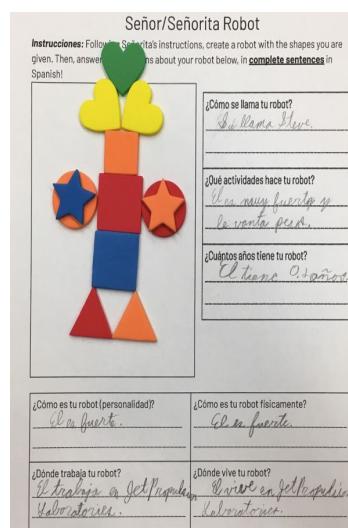
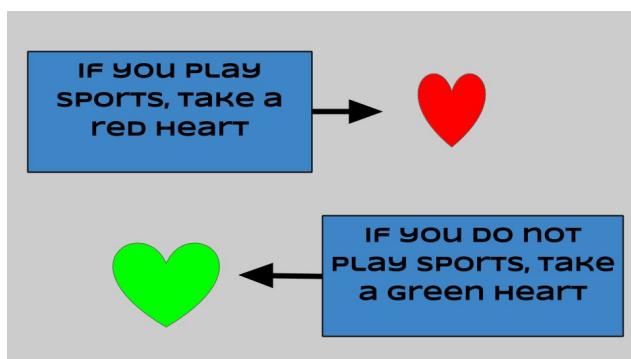
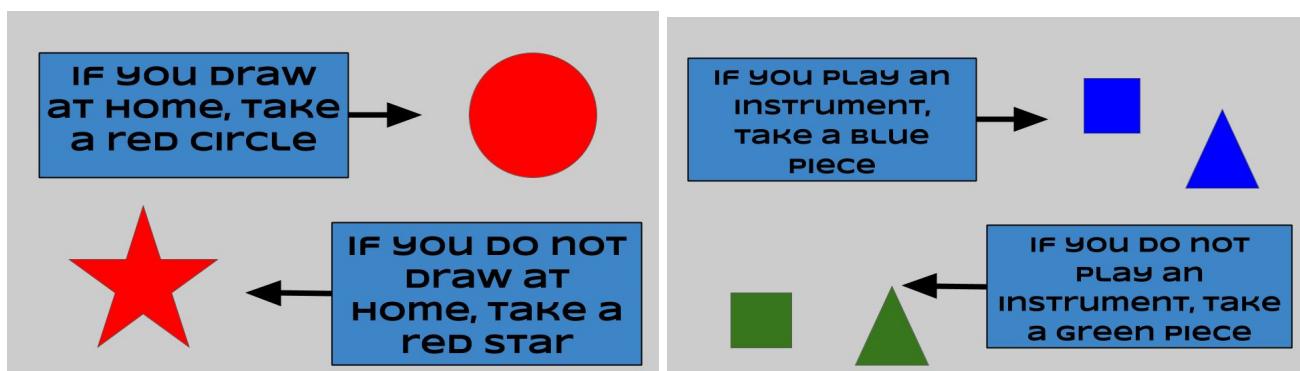
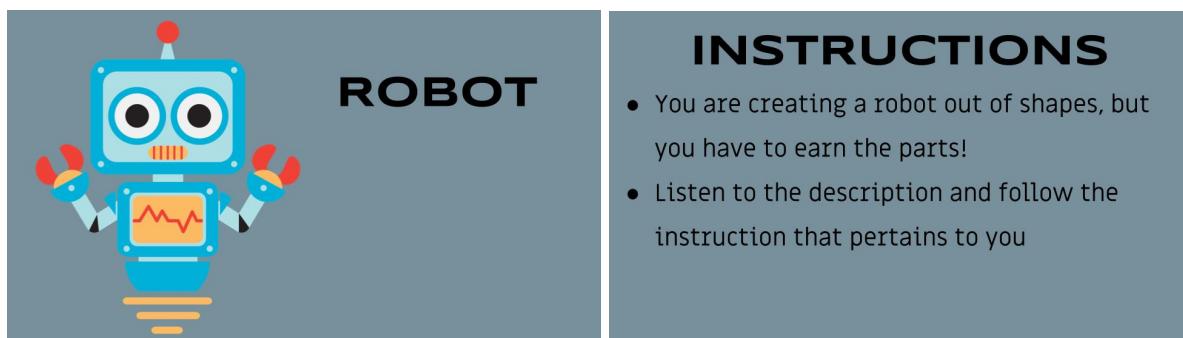
Bridging Charts can also support interaction:



Teaching for Students' Creativity: Another way to use geometric manipulatives is with mathematical glyphs. Glyphs are images that represent something else and we can use them to represent data. Using a legend, each image represents ways that students can describe themselves.

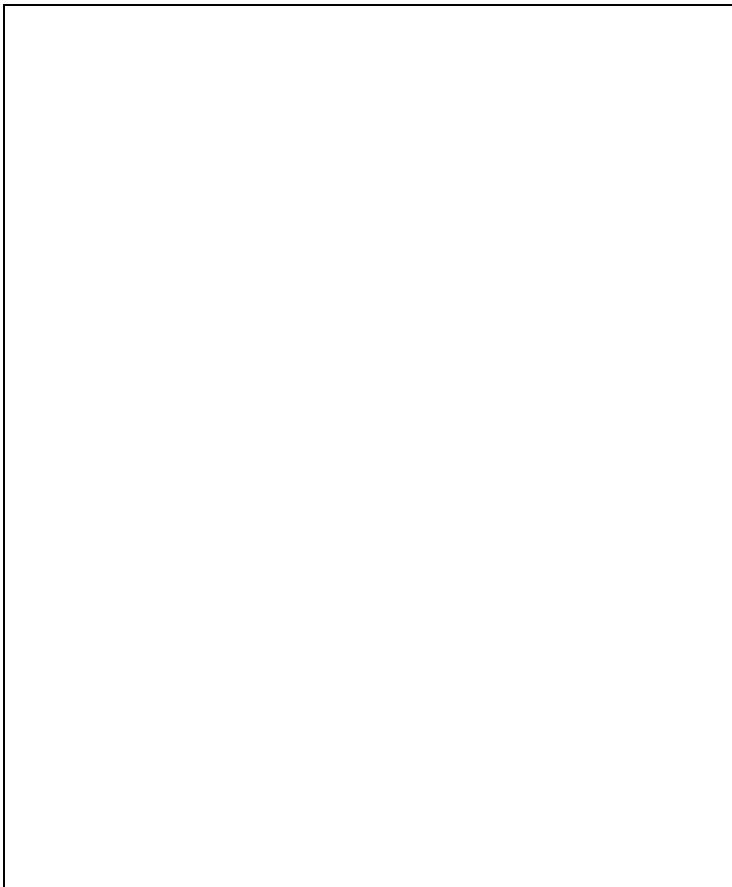
Example from the unit of study: All about me.

Teacher instructions: Utilizing shapes/tangrams, students are to create a robot (does not have to be a robot- could be anything!). However- they have to earn the pieces they can use! Also, the pieces represent categories of data. That is, each geometric shape used in the robot is selected for a reason. When displayed, students can use the legend to learn more about their classmates. See the slides and example below.



Mr/Ms Robot

Instructions: Following the teacher's instructions, create a robot with the shapes you are given. Then, answer the questions about your robot below, in **complete sentences** in English!



What is your robot's name?

What activities does your robot enjoy?

How old is your robot?

What is your robot's personality?

What does your robot look like?

Where does your robot work?

Where does your robot live?
