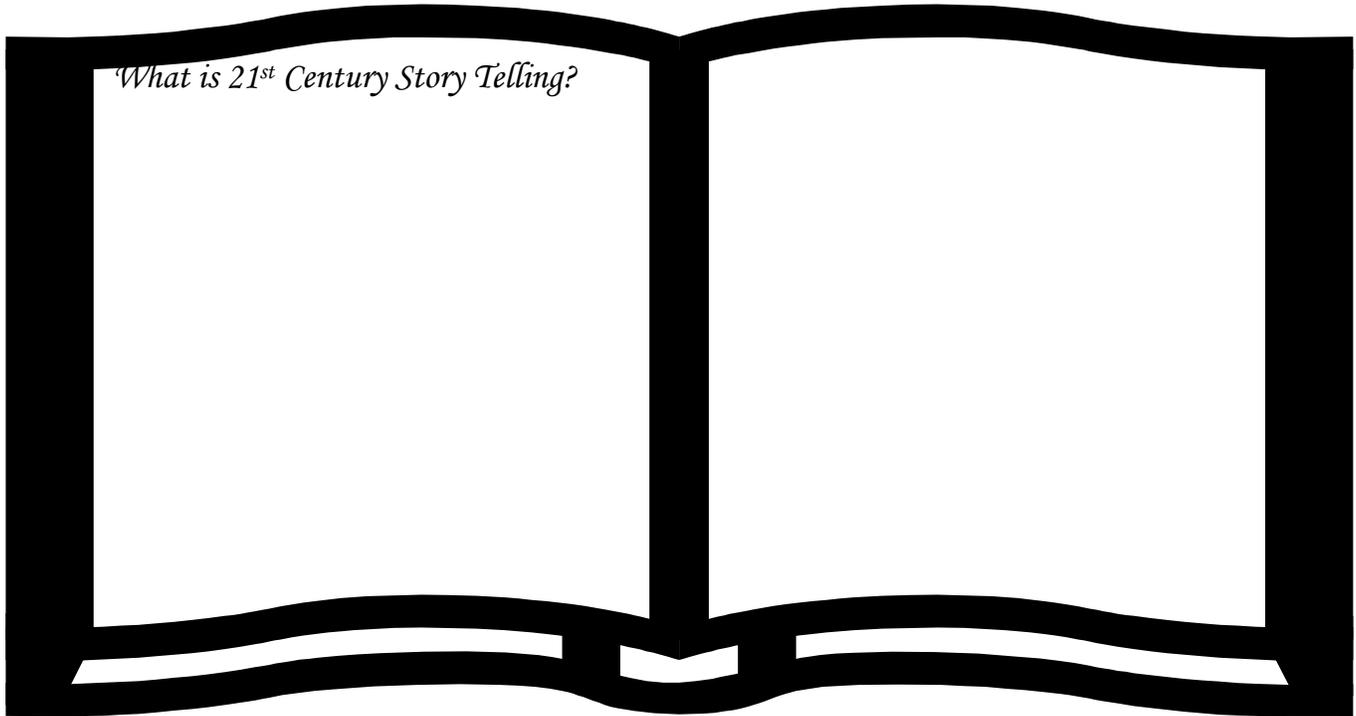


# Wave the Wand: Use the Task to Conjure their Stories

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Turn and Talk:



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How do we use authentic tasks to support students to conjure their own stories?

First we must answer the 3 magic questions:

What do we want the students to do?

What will they need to get there?

How will they show that they can do it?

We can then develop authentic tasks around the topic to help students communicate.

Tasked based at the Lower Levels: Start With Interpretive -> Move to Presentational

Look at how Native Speakers tell their stories -> Then tell our own stories

Examples (I will share more):

A unit on sports and reactions:

(Intrepretive) First: Read basic interview with a sports star

End: Leads to "Tweeting" the sports star reactions

A unit on clothes/shopping:

First: Read Clothing Blog about shopping in Madrid

End: Leads to writing their own "vacation blog" about traveling

### Where to get native interpretive pieces?

#### Readings

- International Children's Digital Library ([en.childrenslibrary.org](http://en.childrenslibrary.org))
- Mary Glasgow Scholastic Magazines (Teacher section online has many more articles than the physical magazines -- <http://maryglasgowplus.com/>).
- Veintemundos (<http://www.veintemundos.com/en/>)
- Spanish4Teachers.org
- BBC Mundo <http://www.bbc.co.uk/mundo/>
- "Y me cuentas" literature blog for kids <http://yquemecuentas.blogspot.com/>
- Newseum Today's Front Pages (<http://www.newseum.org/todaysfrontpages/default.asp>)

#### Listenings

- Audiolingua ([audio-lingua.eu](http://audio-lingua.eu))
- Inocar (Ecuadorian Maritime Weather Reports -- <http://www.inocar.mil.ec/>).
- Spanish Proficiency Exercises @ UofT-Austin (<http://www.laits.utexas.edu/spe/>)
- <http://www.audiria.com> (YouTube aggregator)
- <http://zachary-jones.com/> (Music and Culture)
- <http://www.bbc.co.uk/mundo/>
- <http://elmundodebirch.wikispaces.com/NECTFL+Workshop+2012>  
(Includes a sortable spreadsheet with hundreds of songs based on grammar/topic/vocab.)

### A Few "Magic Quick Trick" Strategies:

#### Listening/Reading Strategy: 1-2-4



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This strategy is used to obtain information or complete a task which is especially one where participants might be (a)

reluctant to answer or (b) have too many answers. I pair this often with Yellow-Pink.

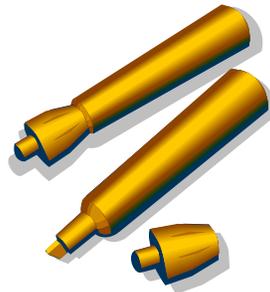
Peer Sharing (Best with literacy strategies):

- 1) Give assigned reading/listening with accompanying activity (text coding/questions/graphic organizers). They complete this for a short period alone.
- 2) Form participants into pairs. The pairs then compare their work together, allowing for peer tutoring if one partner is struggling and reassurance/confidence if both groups agree. If they disagree, they must converse about where they get their answers (metacognition!)
- 3) Pair up duos with another pair, in order to create a group of four. Have the group of four double check answers again. Have them choose one person to be the official reporter of the group. This is where the whole class discussion/sharing then begins.

*Reading Strategy: Yellow/Pink*

(from Kelly Gallagher)

*Magically Make the Abstract Concrete!*



This strategy helps students find where they are confused and to concretely process interpretive activities.

First, each student reads a passage that they can mark up with two highlighters ready (one yellow, one pink). They are required to highlight EVERY word in the text with one of the two colors. The student is to highlight the text with yellow when they comprehend the passage. They use the pink highlighter for what they do not understand. (If no highlighters - like me

- single underline what you understand, double underline what you don't).

This forces students to make a decision and actually think about whether or not they truly understand what they are reading. This will force them to slow down with reading and leave no possible ideas undiscovered (they may not be understood, but their location will be identified).

This can also be used to fortify the idea that not everything needs to be understood to get the main idea of passages.

### *Pairing with 1-2-4*

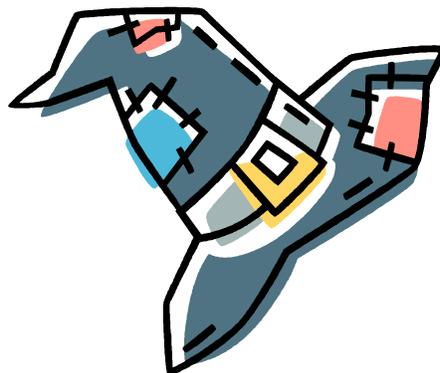
Step 1) Have students read the passage and only do the coding of the text alone (give adequate time).

Step 2) Have students pair up and compare their DO NOT UNDERSTAND sections. This offers a great chance for peer tutoring and students to work together and talk about their thinking. It is important to model how to have conversations like this. Now is where you also assign tasks like comprehension questions or graphic organizers. Have them work together on them.

Step 3) Have the duos pair up into groups of fours and compare answers on the comprehension activities.

### *Reading/Listening: Six Hats of Critical Thinking*

From the book *Six Thinking Hats for Schools* by Edward de Bono; shared with me by Susan Ernst.



This strategy is a way to have students each take a different perspective on a topic, reading, listening, or cultural idea. You can either breakup into groups of sixes and give each person a different hat, or as a class you can move one hat at a time (I have seen the most success with the latter). Or have small groups work together on a hat and come together in a jigsaw fashion. I've seen one first grade classroom that has actual hats for the kids to wear with sample question starters. *You don't need all six hats, just those that will work.*

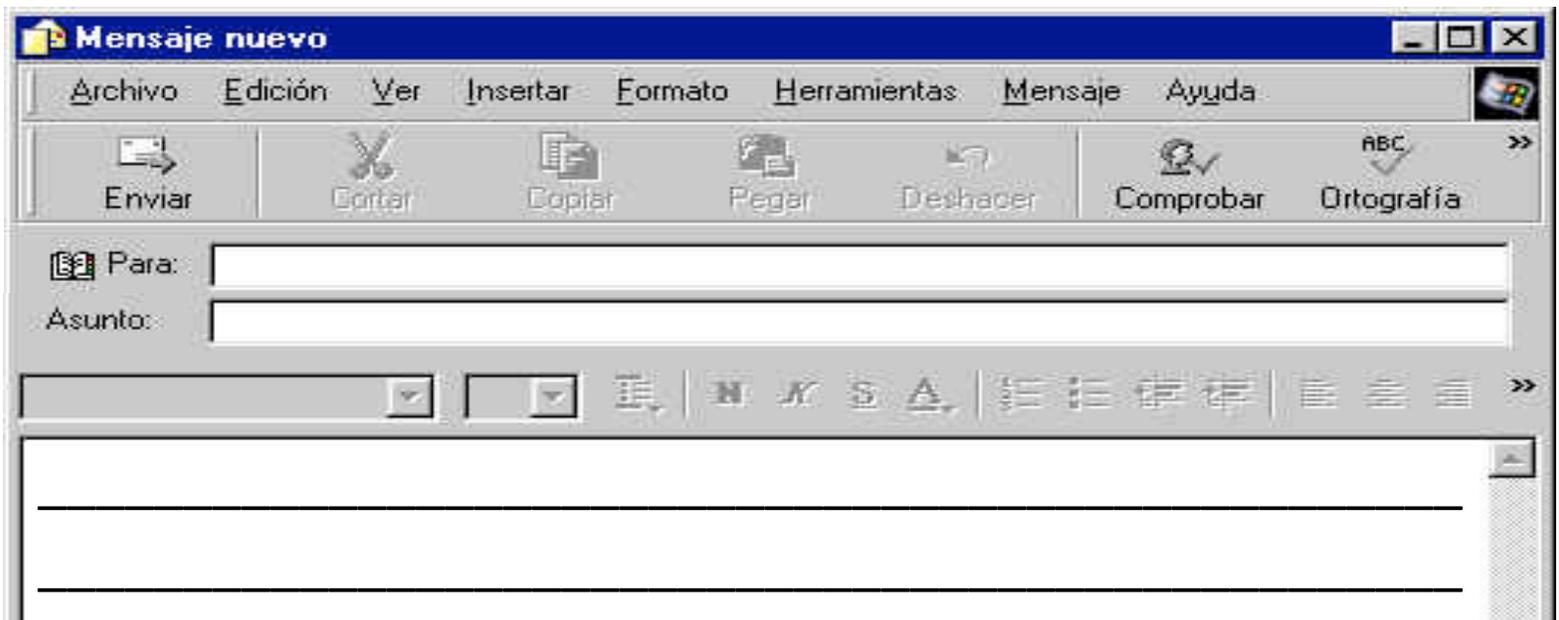
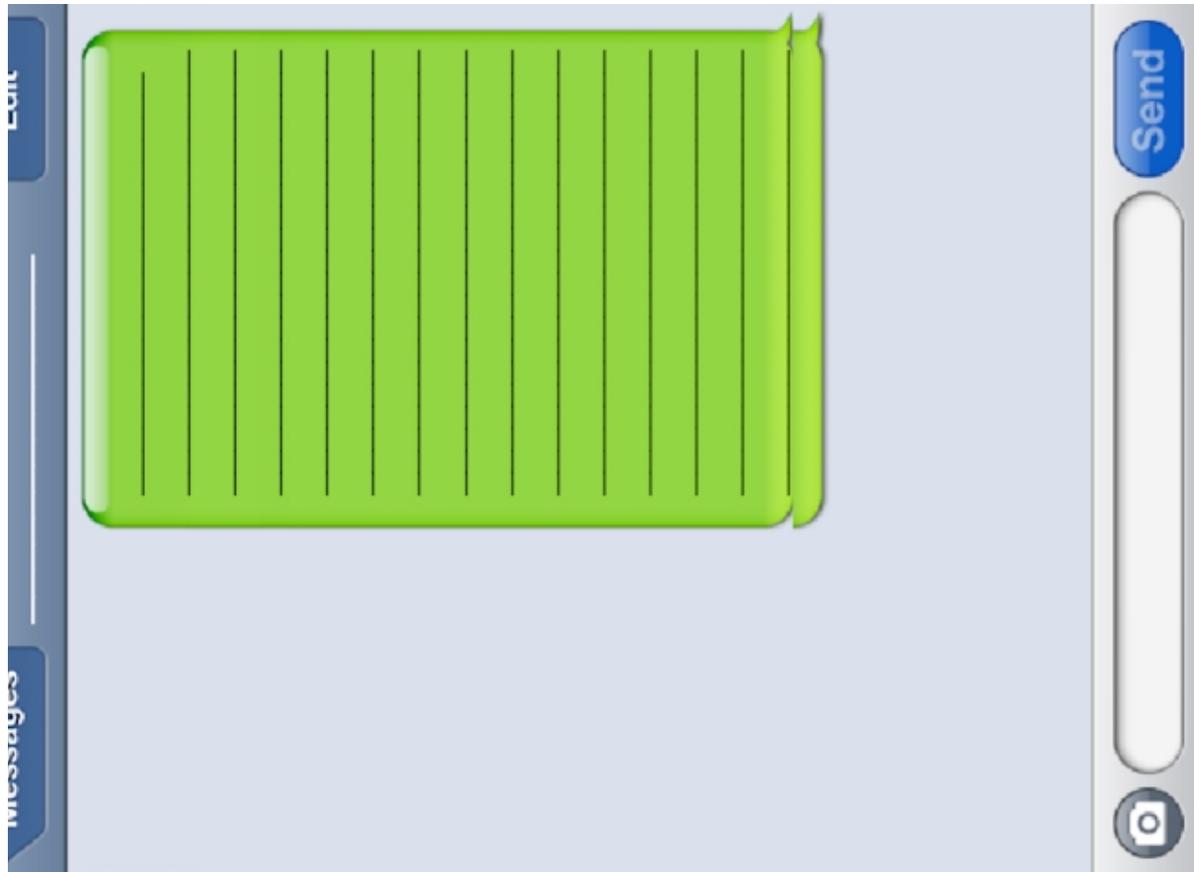
## *The Hats*

<u>Hat</u>	<u>Characteristics</u>	<u>Questions</u>
Sombrero blanco	Thinks about facts, figures, and objective information	What happened? What do we know? What do we need to know? Where can we find this information in the text?
Sombrero rojo	Elicits feelings, emotions, and other "nonrational" senses like hunches/intuition	How did we react? Why did we react this way? Which character/decision/plot point did you like most/least, why? What is your guess on what will happen?
Sombrero negro	Devil's Advocate. Why will things not work in the story?	What are the character's weaknesses? What are the downsides of the conflict? The character's decision?
Sombrero amarillo	Positive outlook. What are the benefits of what happened? What are positive things?	What are the character's strengths? What is the best possible outcome? What are the upsides to the conflict?
Sombrero verde	Find creative new ideas.	What are other ways the conflict could be resolved? How else could the author express this?
Sombrero azul	Master hat, leads the group, keeps up goals, and connects to real life.	Sum up what we have learned. How does this apply in our own lives?

Example: Quick Low Tech 21<sup>st</sup> Century Story Telling Tricks



From <http://simitator.com/>



All of these make wonderful low-tech exit slips, quick checks, or fun communicative activities that engage students and allow them to tell their 21<sup>st</sup> Century Story