TEACHING STRATEGIES FOR WORLD LANGUAGE CLASSROOMS

(Alphabetical Order without Pictures – For Pictures of Strategies, See Individual Strategy Sheet)

Name of strategy	Description and suggestions
Award cards (Brechtel/ GLAD)	During teacher input or direct instruction (such as the contextualized mini-lecture with pictorial input, or any time the students are listening, whole class, seated on the rug or before the whiteboard, two students are selected to serve as "observers" or "scouts" (or a word related to that function in the target language). They will sit on either side of the whole class, in special chairs, and their job is to pay attention to the "lecture" and keep an eye on their friends' behavior, too. After a 10/2 break (See 10/2), the observers will be asked to tell who has earned an award card, and why. Their reasons must be related to classroom norms or standards. For example, they acknowledge good learning behaviors when they notice their friends engaging in making good decisions, solving problems, and showing respect by awarding them a "Mandarin Miscellany - pǔtōnghuà jíjǐn - 普通话集锦" or "franc français" note or other literacy related item, such as a pencil, note pad, book mark, etc.

These students are using their collections of award cards, searching for answers to questions asked by the teacher in a "team feud" game. Two teams are at the front of the room with all the award cards they have earned over a period of weeks. The teacher created the award cards so s/he can also devise a list of questions that are directly related to the information in the award cards. After hearing the question posed aloud by the teacher, both teams at the front, search their cards to find the answer. The entire team has to be in agreement with the proposed answer and able to point out the citation on an award card, before they ring a bell or grab an item held by the teacher to indicate they are ready to give an answer. They say their answer and if it is correct, they earn team points and stay in the front for the next question, the other team going back to their seats. However, if their answer is not correct, the other team has a chance to answer it. The teams at their seats will have a chance to answer if neither team in the front knows the correct answer. Once a team gives the correct answer, that team and the "next in line" come forward. In that case, two new teams will come up for the next question. |
| **Bag o' stuff from "story** | The teacher collects a variety of objects and photographs related to the unit theme or subject, placing them inside a bag. To begin the lesson, the teacher has student volunteers put their hands inside the bag to pull out an object. The class looks at it and the teacher names is in the target language, writing its name and a little sketch next to it on a chart. This procedure is followed item by item until the contents of the bag have been pulled out, named, and charted. The meaning of each word should be transparently clear since each new |

stuff" (Ropes)	vocabulary word is represented by a real thing (realia) or a photograph of it. The students' primary language translations may also be on the chart if they are literate, but should be color coded and written in very small print so that it's only used as a last resort. The chart then stays on the wall to refer to it and add to it during the sequence of lessons related to these items. Students may also be asked to predict what the lesson is about or to write a short story or skit using the words. In the version by Jan Ropes, this story stuff bag was full of items that were clues to the story to be read in a sheltered/SDAIE (specially designed academic instruction in English), or ELD (English Language Development) classroom with students learning English as a new language. That is also a possible purpose in higher proficiency levels of world language classes.
Beach ball or other super soft ball toss	Teacher uses a beach ball, globe, Nerf ball, or other soft (very soft) ball for students to toss to each other as a fun, novel way to take turns asking and answering questions. If the beach ball has a globe on it, the student may have to say the name of the country or continent touched by his/her left thumb, for example, in the target language. Of the person tossing the ball may pose a question that the person catching it has to answer. Beach balls can also be written on with a permanent marker with either questions or topics for discussion.
Brainstorm with novel ideas only (Walqui)	Students put their heads together as pairs or teams of four to make predictions based on a prompt provided by the teacher. Then, they share one of their predictions aloud (can be done chorally or individually). As they report out to the class, they must say something that has not yet been presented by another student or group.
Choral reading (paragraphs, poetry, chants, songs)	Students read aloud together from books displayed on the docu-cam, paragraphs or poem on charts, PowerPoint slides, or the whiteboard. This allows everyone to practice aloud, learn from their peers, yet not suffer embarrassment or a high affective filter. Choral reading may be used also when teams report out ideas, tasks, or findings using a sentence starter (in the target language), such as, "Our team predicts the topic of our next unit, based on the contents of the bag o' stuff, will be _____ because _____."
Circling with personal-ized	Circling is an instructional strategy for (especially) beginning world languages by maximizing repetitions of comprehensible input (80+ repetitions of the key vocabulary in ten minutes or so). To do the circling strategy, select a basic statement with one or two key vocabulary words in addition to known vocabulary. The statement must be made comprehensible or "transparent" by using pictures, gestures, or the students' primary language.

| **question-ing** (TPRS) | *Repetition—in an authentic, meaningful, contextualized, comprehensible, engaging way—is the key to internalizing the language thereby acquiring it subconsciously! In the sample circling exercise that follows, the word 'waiter' will be modeled by the teacher nearly 30 times in three minutes!*
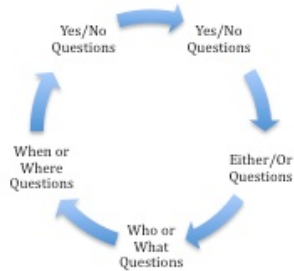
Circling begins when the teacher says the "statement" that is the basis of the circling…and ends with the same "statement" after going through the circle.

(The teacher may choose to do this basic circle for 2-3 minutes and then spiral up through it once or twice adding new vocabulary or making a funny, personalized story out of it.)

SIMPLE SAMPLE SCRIPT of CIRCLING STRATEGY

Statement: <u>There is a waiter named Johnny who works in a restaurant.</u> *(This statement will be made at the beginning and end of the "circle.")*

(Teacher has a *chart* ***on the wall with the words "there is…" "a waiter," "works," and "in a restaurant" with pictures and/or primary language translations.*** *PRE-TEACH* ***these words in isolation very briefly using the pictures or gestures along with primary langauge.*** *Another chart* ***has question words:*** *who, what, when, where, why, how, how many* ***and their translations or picture clues. Use a laser pointer for expediency in pointing.)***

TEACHER: **There is a waiter who works in a restaurant. Is there a waiter?**

"Volunteer" STUDENT: **Yes.**

TEACHER: **Yes, there is a waiter. Class, is there a waiter?**

ALL STUDENTS: **Yes**.

TEACHER: **Yes, exactly! There is a waiter. Is there a waiter or an elephant?** *(Use a noun they already know. If 'elephant' is not a noun they already know, write it on the chart and show a picture of it or translate it into their primary language.)*

"Volunteer" STUDENT: **Waiter**.

TEACHER: **Yes, thank you! Very good!** *("thank you, yes/no, exactly, right, great, fantastic, very good, good, so-so, not good, bad, terrible" should also be on the chart for reference during the circling exercise.)* **There is a waiter. Is there a waiter or an iPod?** *(If 'iPod' is not a noun they already know or someone in class has, put it on the chart and make sure they understand—or choose a noun representing something someone does have, and that would be a ridiculous answer…so they laugh and lower their affective filters.)* |

Another "Volunteer" STUDENT: **Waiter**.

TEACHER: **Exactly! There is a waiter who works in a restaurant NOT an iPod.** *(If they don't know 'NOT' write it on the chart and define/explain.)* **Class, is there a waiter or an iPod?**

ALL: **Waiter**.

TEACHER: **Right! There is a waiter NOT an iPod. Is there a waiter or a police officer who works in a restaurant?** *(Again, if 'police officer' is not a noun they already know, put it on the chart and make sure they understand—or choose a noun representing something else someone has or someone else the class knows but would be a ridiculous answer…so they laugh and lower their affective filters.)*

"Volunteer" STUDENT: **Waiter**.

TEACHER: **Yes, good! Thank you! There is a waiter not a police officer. Who is there?** *(Point to 'who' on the chart.)*

ALL: **There is a waiter** *(or "waiter" would be acceptable for beginners).*

TEACHER: **Thank you, exactly! There is a waiter. There is a waiter named Johnny.** *(Write 'named' on the chart and define it or explain it.)* **Is there a waiter named Johnny in the restaurant?**

ALL: **Yes**.

TEACHER: **Right again! Thank you!** *(Write on chart if the phrase 'right again' is new, or point to previous chart if it is known.)* **There is a waiter named Johnny who works in a restaurant. Is there a waiter named Johnny or Billy Bob?**

"Volunteer" STUDENT: **Johnny**.

TEACHER: **Yes! There is a waiter named Johnny who works in a restaurant. Is there a waiter named Billy Bob?**

ALL: **No**.

TEACHER: **Right! There is a waiter named Johnny not Billy Bob.** *(Point to the word 'not' on the chart and gesturing 'no.')* **Is there an elephant named Johnny? Is there an iPod named Johnny?** *(Again, choose a noun that's ridiculous like 'elephant' but either already known to the class, a cognate with their primary language, or easy to make comprehensible with a picture or translation on the chart.)*

"Volunteer" STUDENT: **No**.

TEACHER: **Very good! There is a waiter named Johnny, not an elephant named Johnny. Who is named Johnny?** *(Point to the word 'who' on the chart.)*

ALL: **Waiter**.

TEACHER: **Exactly! There is a waiter named Johnny in a restaurant.** *(Point to 'in the restaurant' on the chart if needed.)* **Is there a waiter named Johnny who works in a restaurant?**

"Volunteer" STUDENT: **Yes**.

TEACHER: **Yes, there is a waiter named Johnny in a restaurant. Class, is there a waiter named Johnny in a school?** *(Write 'school' on the chart and be sure they understand.)*

ALL: **No**.

TEACHER: **Fantastic! There is not a waiter named Johnny in a school. There is a waiter named Johnny in a restaurant. Is there a waiter named Billy Bob in a restaurant?**

"Volunteer" STUDENT: **No**.

TEACHER: **No, there is not a waiter named Billy Bob in a restaurant. There is a waiter named Johnny in a restaurant. Class, where** *(point to the word 'where' on the chart)* **is Johnny?**

ALL: **In a restaurant.**

TEACHER: **Yes. Very good! Johnny is in a restaurant. There is a waiter named Johnny who works in a restaurant. Johnny works in a restaurant.** *(Point to 'works' and be sure they understand.)* **Does Johnny work in a restaurant or in the school?** *(Put "does _____ work in the _____?" on the chart and be sure they understand and point out that 'works' becomes 'work' with the question pattern 'does.')*

"Volunteer" STUDENT: **In the restaurant.**

TEACHER: **Great! Johnny works in the restaurant. Does an elephant work in the restaurant?**

ALL: **No**.

TEACHER: **Exactly, no! How ridiculous!!** *(Put 'how ridiculous' on the chart and define or translate if this is new.)* **An elephant does not work in the restaurant as a waiter.** (Put '_____ does not work in the _____' on the chart and define, translate, explain it.) **Johnny works in the restaurant as a waiter. Who** (point to the word 'who' on the chart) **works in the restaurant?**

"Volunteer" STUDENT: **Johnny**.

TEACHER: **Does Johnny dance in a restaurant?** (Be sure they understand 'dance' if it's a new word.) **Does an iPod dance in a restaurant?**

ALL: **No**.

TEACHER: Does an iPod work in a restaurant?

ALL: **No**.

TEACHER: **Does a waiter work in a restaurant? Is Johnny a waiter? Does Johnny work in a restaurant?**

ALL: **Yes, yes, yes!**

TEACHER: **Yes, Johnny works in a restaurant. Johnny is a waiter.** *(Write 'is' on the chart and define or translate it.)* <u>**There is a waiter named Johnny who works in a restaurant.**</u>

You see how this banter uses various parts of the beginning statement, starting with 'yes or no' and 'either/or' questions, allowing the teacher to quickly model the key vocabulary dozens of times. Be sure to call on individuals as well as elicit choral responses from the whole class. Keep it fun and comprehensible as you keep circling and spiraling through the key vocabulary! (Add 'how' and 'why' questions as the students progress through the proficiency levels.) Accept gestural and primary language answers from beginners to confirm their understanding.

Clipboard survey (Ropes and Barron)	Teacher creates a question, a sentence stem for students to use to answer the question, and two possible answers to the question. For example: *Question for beginning – Which do you like better, cats or dogs?* *Answer stem: I like _____ better than _____.* *Question for intermediate – Which dynasty's artwork is most beautiful, Qing or Ming, and why?* *Answer stem: In my opinion, the artwork of the _____ dynasty is more beautiful because ____.* Teacher displays the question and answer stem and possible answers on t-chart so students can copy it on their own t-chart. Teacher models the proper way to ask the complete question and answer the question. Students chorally practice asking the question and answering the question using the answer stem and both possible answers. **Teacher tells the students that when they hear the signal word, they will get to walk around the room with their t-graph on a clipboard (or on a book) to ask and answer the question a certain number of times (like 10) in the target language. They will return to their seats when they have finished.** Teacher models a non-example of the question-asking and answering procedure. *("Dog or Cat?" "Qing or Ming?")* Teacher models how to tally the responses. The signal word is given, and students walk around classroom asking and answering the question. Students use the "data" they collected to write a summary statement. The teacher provides the students summary stems, such as: *The majority/minority of students that I surveyed like _____ better than _____ .* *___% of the people I surveyed like _____ better than _____.*

	Students read aloud to share their summary statement with a partner and/or teacher selects students to share out their summary statement with the whole class.
Coffee Klatch (Ropes)	Teacher prepares a class set of coffee cups, each with a vocabulary word inside on a slip of paper. Depending on the proficiency of the students, there may be a set of ten or so words, so each word is repeated two or three times, or thirty or more words may be used so each cup has a unique word. Students are given a cup with a word inside and when the signal is given, they walk around the room, clinking their coffee cup, saying "hello" and reading their word to a partner before moving on. Based on proficiency levels, they may be required to use a sentence frame with their word, such as, " The word _____ means _____ and is a (noun, adjective, verb, etc.)." The person listening may have to respond with a frame, too, such as, "So, you're telling me the word _____ means _____ and is a _____." Then they say, "Thank you, good-bye," in the target language and move on to another partner until they've said their word 7-10 times. Beginners should have pictures as well as the word, and pinyin along with characters for Chinese. The purpose of the cup is simply as a prop to hold, with the correct information inside to be used for the oral practice. Some people are more likely to talk, and be less uncomfortable talking to people they don't know well, if they have the little prop in their hands (like a cigarette, unfortunately, for many adults). The little slips inside the coffee cups may also be questions, sentence starters, and vocabulary words for which the partner simply has to say its translation into English. For character-based written languages, such as Mandarin, the slip could have the character only, with charts around the room that can be used to figure out the word and its pronunciation if neither partner knows it. Students may be trained not to "spoon feed" the answer to their partner but to go through a series of clues, ending with finding it in a word bank on the wall. This teaches the partner to use resources available to him/her to solve problems. In a Mandarin class, it might be more appropriate to use toy tea cups, or cards with a picture of a tea cup in the background and call it a tea party. However, coffee (kāfēi 咖啡）is also drunk in China!
Collabora-tive dialog writing (Walqui)	The home group writes a dialog based on their reading of a story with 75% of their dialog coming directly from the reading or contextualized mini-lecture as a "borrowing" or "citation." The other 25% comes from their prior knowledge and imagination. Each member is responsible for keeping a full script. The team presents their finished dialog as a skit or reader's theatre. As teams become more proficient, change the ratio of "borrowed" or "cited" language to 50%.

Collaborative poster with rubric (Walqui)	The home group gets together and creates a poster about the material that was just learned (a way of text re-presentation). Each member is required to contribute to the team's poster. Assigning one color pen per teammate (so a particular color is used only by one student on the team) is an easy way to see if they all contributed. They sign the poster in their color to make for easy accountability. The rubric is used to be sure each team's poster includes a minimum number of components.

| | | Compare-Contrast Matrix (Walqui) with or without Expert Groups (GLAD and Kagan) | The compare-contrast matrix is a simple yet powerful graphic organizer for collecting and categorizing data to make comparisons (see example above in the compare-contrast essay description). It is useful as an advance organizer to guide student to find key information while they read. It is also useful after reading or learning via other input method (like teacher contextualized mini-lecture) to collect information. Then the matrix becomes a "pre-write idea bank" for writing.

For example, at the beginning of unit on games and hobbies, a compare-contrast matrix might be provided as follows:

	Games and hobbies in the US in general (from prior knowledge brainstorm)	Games and hobbies in the WL country in general (after lesson or reading assignment)
Origins		
Purpose		
Procedures		
Materials		
Interesting Facts		

Another way to use the compare-contrast matrix is as an advance organizer for expert groups reading assignments. This might be after an overview on various games and hobbies in China, for example. Each team would send its person #1 to become an expert on the first column (presented in a reading assignment that all the #1s would read and discuss together), its #2s for the second column, and so on. After all four expert groups have read and processed the information by completing their column on the compare-contrast matrix, each expert group will make sure that all of them can explain the key points of their topic. Next, each person returns to his/her home team where s/he will be responsible to "teach his/her team" the information on their topic to fill our their column. By the end of the process, all four columns have been filled out by everyone in the class. The completed matrix can then be used as an idea bank for a writing assignment (a compare-contrast essay, for example) or as a study guide for a multiple choice or short answer essay test.

	Game #1 in China	Game #2 in China	Hobby #1 in China	Hobby #2 in China
Origins				
Purpose				
Procedures				
Materials				
Interesting Facts				

The contextualized mini-lesson is a strategy for presenting key information in the target language but making

Contextualized mini-lecture with pictorial input chart (Adapted from Brechtel/ GLAD)	it comprehensible by simultaneously drawing a diagram or graphic organizer on a large chart or butcher paper so it's very easy to read, and holding up and attaching large photos to explain (contextualize) the information. The pictorial or graphic organizer is sketched by the teacher in advance, which serves as a "cheat sheet" for the teacher when presenting the information in modified lecture style. The students should be as close as possible to the chart, preferably sitting on a rug within 10-12 feet from the board, as it is created (writing/drawing over the pencil) in colorful marking pens. As it "appears" before their eyes, they will naturally be predicting what it could be as they listen to what the teacher says and respond to the teacher's command to "say it with me." Observers have been assigned to oversee the class and will award special cards to acknowledge students who are staying on task and participating well (see "award cards" above). The teacher breaks from the "lecture" every five or ten minutes to provide a prompt or question related to the input as a "think-pair-share" or as a writing assignment in a learning log, such as "write three facts about _____ in the left column of your learning log and one opinion or personal connection in the right column." After the first viewing of the teacher's presentation of the information as s/he draws and "tells the story," the students review the information by listening to a summary of the information with "review cards." The review cards are made by the teacher to focus on the key vocabulary presented in the chart. These review cards are passed out to the students, who read them aloud to a partner and discuss what they remember about their word(s) before the teacher summarizes the original "lecture." Then, while the teacher is summarizing aloud, the students, when they hear their word or hear the teacher talking about the same concept as their work (inferring), stand up and stick their work on top of the word as it was written on the chart (using little rolls of tape).
Ear-to-ear Partner Reading	Once students have some poems, paragraphs, or chants they have learned and practiced whole class, they may improve their fluency by reading with a partner, ear to ear. This is not a cold read! "Ear-to-ear" refers to the position of their chairs, next to each other but facing opposite directions, so each student's mouth (for reading aloud) is close to the other student's ear (for listening). Give students 5-10 minutes to practice reading from their "poetry booklet" or other anthology of short readings that they have worked on in class. They take turns reading aloud, a sentence, a paragraph, or a verse/stanza. The teachers wanders the room listening in and encouraging/enjoying their enthusiasm. For higher proficiency levels, partners may decode new material together, taking turns reading aloud and asking each other comprehension questions (predicting, clarifying, summarizing, question generating, etc.) as in the strategy reciprocal teaching (Palinscar and Brown, 1986).
Four	The teacher puts charts, flags, or posters in the four corners of the room and gives prompts for students to

Corners	choose their preference by walking to the corner that represents their preference or idea. Once in the corner, students may share with a partner the reasons they chose that corner. Also, the class can count the numbers of students in each corner and make a graph, which can then be a topic of discussion.
Fruit salad (or "spin cycle" or "mix it up" for other topics)	Arrange chairs in a circle, matching the number of participants minus the teacher. Using a nearby whiteboard or chart paper on an easel, write the names of the different types of fruit such as orange, mango, apple, banana, etc., that the participants think of, listing the name of the person with the fruit they thought of. *(This list will help later if/when someone "forgets" what they are.)* For beginners in language or literacy proficiency, **draw a little picture of the fruit next to the name.** The **teacher models** how the game works by standing in the middle (the "mush pot") and calling out, in quick succession, the names of two (later three or four, depending on the size of the group) fruits from the list. The two people listed by those two fruits must get out of their seat and switch seats. Meanwhile, the person in the mush pot tries to sit in one of their seats before they get a chance to sit down, thereby causing someone else to be in the mush pot. Depending on the group, the teacher may want to model moving carefully and not too fast so no one gets knocked down or hurt. If the class is too large, half the class can be the audience surrounding the circle with the job of monitoring the plays by writing down the list and checking off each time a particular item is called. If the game starts without the teacher "playing," remove one chair from the circle so one of the participants is in the mush pot (in other words, you always need to have one fewer chairs than people playing the game). That person now calls out the names of two (or more) fruits. If the person in the mush pot calls out "fruit salad," everyone must move and change seats. In every situation, the person in the mush pot has to try to sit down before the others, thus forcing someone else to be in the mush pot. This game can be modified to be almost any lexical category of items. For example, the circle can represent a washing machine and each participant can represent an article of clothing. The list of names with a matching article of clothing is used to call out two (or more) types of clothes for the switching of chairs. In this version, the "fruit salad" is called "spin cycle!" Other examples for other versions may include: Desert animals – flash flood! Birds – wind storm! Sea creatures – tsunami! Minerals – erosion! In actuality, any topic can be made into a salad – animal salad, sports salad, furniture salad, etc., since it's the process and the fun that matter. "Tossed salad" could be all vegetables, "granola" could be cereal grains, nuts, and dried fruit, etc. This game is so much fun that students won't want to stop, so save it for the end of a class period. It's great to do outdoors, with the students carrying their chairs out with them. In that case, remember to

	bring the chart of assignments for them to refer to.
Gallery walk with docent (Walqui)	Finished collaborative posters are hung around the room on display. Two students stay with their collaborative poster as docents and explain it as members from other groups walk around and listen to the explanation and ask questions. The rubric is posted alongside the poster to guide the conversation. Students share what "we" did as a team, not what "I" did, unless asked by the visiting teams.
Inside-outside circles (Kagan)	This strategy is used to put people in a structure to promote oral language practice. In this case, have the students line up in two lines, then one line connects from the first person to the last to form a circle. The second line does the same, but outside the first, forming two concentric circles. The teacher can stand inside the two circles at the center and call out instructions, such as, "outside circle, move counter-clockwise three people…now tell that person which person from _____(French, Mexican, Chinese, etc.) history you admire most and why." For beginners, the instruction might simply be to greet the person and ask him/her how they are, then move on to the next person, so everyone gets to practice the simple greeting 10 times quickly. Having charts on the wall is recommended to help everyone both understand the directions and remember key phrases they should practice saying. For more challenging conversations, allow the students to bring a "cheat sheet" of words or phrases they will be saying.
Jigsaw Reading with expert groups (Kagan)	This reading strategy is an opportunity for comprehensible input through reading and comprehensible output when each student teaches his/her team what s/he has learned in the reading. Students are in teams of four and each student has a number: 1, 2, 3, or 4. All the 1s will get together in an expert group to read their piece of the jigsaw, which is a relatively small portion of information (for Stage 1, one paragraph, which is taught by the teacher in the expert group so that every word is comprehended, as in guided process reading) to read. He/she is responsible to fill in one column of a graphic organizer with the teacher's help, so the major facts can be shared with his/her team and then charted onto a class size (butcher paper) graphic organizer "compare-contrast" chart. The teacher may work with one expert group per day for four days, or even take a more than a week to meet with all four expert groups. Once all four expert groups have learned their piece of the jigsaw, it's a good idea to put them all in their expert groups simultaneously for 5-10 minutes to refresh their memories before each one has the responsibility to "teach their teams." While an expert group (the 1s, 2s, 3s, or 4s) is with the teacher for their 15-20 minutes of guided process reading, the rest of the team is working on a team task, such as duplicating the timeline from Lesson 1 on a large piece of poster paper (accountability is ensured by using only four colors and having each member of

the team sign their name in one color so everything in that color is evidence of what that student did), making flashcards or duplicating picture file cards, playing vocabulary games, working on computers, listening on headphones to read-alouds in Mandarin, etc. After each session of expert groups, take a few minutes to have each team stand up and share their progress on the team timeline. Be sure to have them share how they decided to do what they've done, what they plan to do next, whether everyone has contributed to the work (and, if not, why not and how they will solve that problem), and whether everyone agreed and they got to consensus. Teams that may be "underachieving" are often inspired and motivated to do better when they see what other teams are doing. At some point, the teams should be finished with their timelines and present their finished work, perhaps in a gallery walk.

When it's time for each member of the team to "teach" his/her part of the jigsaw, the teacher gives the signal word for the teams to "put your heads together" (actually lean in toward each other) and provides 2-3 minutes for all the number 1s to show their reading paper to their team and tell them what they learned about their topic (such as an historical figure). As they listen, each team member writes key words and sketches for understanding on their own paper in the #1 column, which is empty unless they are the #1 person who is teaching the team. Then the teacher gives the quiet sign and the whole class plays the compare-contrast chart game using "numbered heads." Teacher might start by spinning a 1-4 spinner, or pulling one of four numbered spoons, to identify one student per team to report out on something they've learned, so it can be put into the compare-contrast chart. For example, "Blue team, #2, tell me a fact about when Confucius was born." If person #2 doesn't know, tell his/her team to put their heads together to help show or tell him/her the needed info and come back to that team after asking another question of another team. This way, the team is responsible for having everyone on the team able to answer the question. **Give team points for cooperating and helping each other, for persevering, for using resources, not just for right answers.**

Compare-contrast Matrix as graphic organizer for jigsaw reading:

	When born, family	*Where lived*	*What did*	*Interesting Facts*
Expert Group #1 - Kong Qiu aka Kong Zi (Confucius)	• traditionally considered born Sept 28, 551 BCE • from a warrior family • his father died when he was 3 • grew up poor	• born in Qufu City, State of Lu (now Shangdong Province)	• worked many jobs like shepherd, clerk, bookkeeper • was a philosopher and thinker • shared his ideas with disciples	• emphasized personal and governmental morality, justice, sincerity • his ideas were likely written down by disciples • the first emperor tried to have his books burned and killed many of Kong Zi's disciples.
Expert Group #2 - Qin Shi Huangdi	• born in year 259 BCE	• western Qin	• won wars with other warlords making first Chinese empire • connected and extended old wall starting Great Wall of China	• brutal and cruel • made it illegal to talk about the past • his tomb is filled with terracotta soldiers
Expert	• born in year 188	• Fuchun County,	• married Liu Bei, warlord and	• trained in the martial arts

Group #3 - Sun Shangxiang	• daughter of Sun Jian and Lady Wu • sister of first emperor of eastern Wu (Sun Quan)	Wu Prefecture (Presently Fuyang, Zhejiang Province)	founder of Shu Han, in 209 • alliance between Wu and Shu Han • had no children. tried to bring Liu Bei's heir to her brother's court • surrendered the heir to two generals	• her attendants bore weapons. • Liu Bei afraid of her and her attendants
Expert Group #4 - Admiral Zheng He	• 1371–1435 • second son of a Muslim family • great-grandfather was Persian	• born in Kunyang, present day Jinning in Yunnan Province.	• Taken captive by Ming at age 11 • Sent to imperial court • Became trusted advisor to Yongle Emperor • Became admiral of treasure fleet	• spoke Chinese and Arabic • controlled over 300 treasure fleet ships and 200,000 men

The "compare-contrast matrix" graphic organizer can be used later for discussion, reflection, test review, filling in sentence frames, answering oral questions, and as a pre-writing draft for a class paragraph, team paragraph, and eventually, individual writing.

K-W-L or Inquiry Chart	A 3-columned chart listing what you think you **k**now, what you **w**ant to know, and what you have **l**earned. Although the K-W-L was derived from the inquiry method of science instruction, it may be preferable to revert back to the inquiry chart and process the "L" on it instead of having a third "L" column. Here are samples of the inquiry chart after the first class contributions (in purple and green) and weeks later after the final processing of the information (in orange):
Learning Addresses (Reardon)	Learning addresses is a kinesthetic and spatial method for introducing 3-5 vocabulary words in a 10-minute lesson. The teacher prepares a large poster for each word, with the word spelled out in large font. Students are told to stand in a spot in the room of their choice, and to look around carefully to remember that place as their anchor spot. Then, the teacher tells everyone, when they hear the signal word, to move forward 'x' spaces to address #1, or take 'x' small steps to the left, or whatever. Then, the teacher holds up the vocabulary word chart for everyone to see, and explains the word and its meaning, including having the students repeat the word and its definition, and assign it a gesture, before going on to address #2 and word #2. In each case, students go back to the anchor spot and move through the learning address, remembering and reciting. Kinesthetic students find it effective to have muscle memory related to school assignments.
Learning Log	The learning log is a simple set of mostly blank sheets of white paper stapled in a top corner. The cover sheet is colored paper and indicates the title "Learning Log" along with the name of the curriculum unit theme and a place for the student's name and room number. This is a place for students to record what they are learning

(GLAD / Brechtel)	and process their understanding on the "text and you" form. It may also be used for Cornell notes, sketches, key phrases or sentence starters, and word banks or student dictionary forms. This form of the learning log comes from Project GLAD. It was derived from reading logs recommended by the University of California, Irvine, Writing Project and the idea of dialectical journals for processing and reinforcing information learned through a lecture (teacher input) or reading. This process allows students to connect new learning to "self" (prior knowledge), "text" (another book), or "world"(something they heard about in the world), as described in the book _Mosaic of Thinking_ by Ellin Oliver Keene and Susan Zimmermann.

One page of the "text and you" form is provided in the learning log as a sample; students make their own if additional pages are needed. Students are also encouraged to make graphic organizers in the style that help their own brain remember important ideas or vocabulary. A sample follows:

Texto	**Tú**
[Students write according to a prompt after listening to a contextualized mini-lecture of 5-10 minutes in the target language. The prompts are related to facts and ideas presented, such as: "Write three facts you just learned about _____." or "Write two differences among Chinese dominoes, mah jong, and American dominoes." Students are encouraged to sketch "to help their brain" and write things to help them remember.]	[Students write and sketch on this side according to a prompt after listening to a contextualized mini-lecture of 5-10 minutes in the target language. The prompts are related to the student's feelings, reflections, or opinions related to the lecture, such as: "Write about a time you played dominoes or something similar." or "Write about which game you think is most fun to play, and tell why."

Depending on the proficiency level, the teacher may choose to include a form for taking Cornell Notes in the learning log, or a student individual "dictionary" or word bank form for collecting and analyzing vocabulary words. A sample of the dictionary form follows:

New word	Predicted Meaning	Dictionary Meaning and English Translation	Word or Character Analysis and/or Derivation	Sketch or Mnemonic	Sample Sentence Using the Word

Blank pages are included in the learning log to allow students the open opportunity to process their thinking and support their memory and retention in ways they prefer, along with following the teacher's guidance for some prompted processing.

Line-up (Kagan)	A strategy to form teams based on either random order (height, birthday, house address, dark-to-light color shoes, number of buttons on clothes, etc.) or purposefully to be sure each team has a person with a specific knowledge base or experience (how many times you've traveled outside the US, how many assignments were completed, how many Chinese words the student knows, etc.). For teams of four (which is the optimal number), the teacher simply counts the total number of students, divides that number by four, and has the lined up students count off by the dividend. For example, if there are 28 students, 28 divided by 4 equals 7 so they count off by 7 to form 7 teams of 4. All the number 1s get together, all the number 2s, etc. If you have them line up however they want (i.e., next to their friends), this counting off breaks up social clics.
Lines of communi-cation (Kagan)	This strategy is used to put people in a structure to promote oral language practice. In this case, have the students line up in two lines across from each other. The teacher stands at one end and has a sequence of prompts or questions prepared on charts (for beginners) or orally for intermediate and advanced. The students greet their partner and shake hands. The teacher gives the instruction, such as, "tell your partner the names of three trees that grow in (China, Japan, Germany, etc.) and describe them." For beginners, the instruction might simply be to greet the person and ask him/her a simple question like how many people they have in their family, or whether they have a pet or not, etc., then the teacher gets everyone's attention again with the zero noise signal and tells them to say 'thank you' to their partner and move on to the next person. This way everyone gets to practice the simple greeting and question/answer 10 times quickly. Having charts on the wall is recommended to help everyone both understand the directions and remember key phrases they should practice saying. For more challenging conversations, allow the students to bring a "cheat sheet" of words or phrases about the topic you will be reviewing.
Listen and sketch (Brechtel)	Depending on proficiency level of students, teacher may read individual words, phrases, or an actual story. Teacher reads text and stops at first "chunk." Students sketch visuals that come to my mind after first "chunk" or they simply sketch an illustration of what they heard. This process is repeated until all "chunks" have been read and sketches have been completed. To partners, a group, or the class, students restate the text or retell the story using their visuals as a guide. Students may create a series of boxes (like a storyboard) for this or simply keep adding to one large picture, as preferred.
Listening compre-hension (Mandarin	Teacher passes out individual or partner sets of 8-10 word cards and/or illustrations or pictures. Students listen to the teacher say a word in the target language and hold up the appropriate card to show they've understood. Teacher keeps giving clues or feedback until everyone hears it correctly. Students are encouraged to tell their neighbor or partner how they are figuring it out (share their mnemonic or other devices). Teacher may also instruct students to organize their cards in a certain way, for example, "put the

tones) card game with gestures (Fox)	cat on top of the house" or "place the two dogs next to each other under the sun." Students are required to do meaningful gestures as they repeat the phrases, such as drawing one hand under the other to represent "under the sun." Additionally, cards may be prepared with words that change their meaning depending on the tone, as in Vietnamese, Thai, Cantonese, or Mandarin. For example, in a Mandarin class, students will have sets of mā 妈, má 麻, mǎ 马, mà 骂, qíng wèn 请问, qíng wěn 请吻, huā 花, huá 滑, and huà 华. Then, students spread their cards out on their desks and wait for the teacher to pronounce one of the words. The teacher says the word again and students do the hand gesture for tone they think they're hearing. Then on the "signal word" they pick up the card they believe corresponds to the word they heard. They hold their cards up in the air for the teacher to see, giving the teacher a chance to see and "think aloud" about how s/he is pronouncing the word and why it is the tone it is. If a majority of students are not hearing the tone, have those who are hearing it explain in their own words to a partner or two who don't hear it how they are coming to their opinion or decision. If many/most students are not hearing the tone, a mini-review lesson is in order. Hearing the tones takes many "enlightened exposures" so this activity should not be done until students have had many opportunities to hear and think about the tones in teacher-presented lessons. The hand gestures for learning the Mandarin tones may be: **first tone** – hold a hand up at the level of the forehead with the palm down and parallel to the floor; **second tone** – start with the hand level with the nose, then sweep it toward the forehead; **third tone** – start with the hand level with the nose, sweep it downward to the chin or neck, then upward to the eyebrow; **fourth tone** – start with the hand level with the forehead and sweep it downward toward the nose; and **fifth or neutral tone** – form hand into grasping shape (fingers squeezed together) and make a short tapping movement. Students practice new vocabulary or phrases using the hand gestures as a kinesthetic scaffold to help them pronounce correctly. As they gain proficiency, they are encouraged to drop the gesture as soon as it is not needed.
Matching game or envelope sort	Students work in pairs or teams to determine how best to match pictures with their target language word and with or without their English label. A set of these cards can also be used to play a memory game like "Concentration" if each card is only one sided. To play Concentration, mix up the cards and turn them upside down on the table. Take turns turning two cards (or three if there's a picture, the word in target language, and the English translation) over and looking for a match. When a player turns over two cards with the same meaning, s/he get to keep those cards as a "book" or "set." The player with the most sets at the end wins.
Mini-whiteboard	Each student or pair of student is given a small (12-inch square or so) whiteboard with a whiteboard marker inside a sock (to use as an eraser). The teacher then asks questions or says words in the target language

review (Barron)	and the students write the answer on the whiteboard, holding them up for the teacher to check for understanding. The teacher could also give instructions like, "Sketch a house with two windows, a door, and a chimney. Now put a tree on the right, next to the house. Now sketch a bird in the tree on the left side of the tree. Draw two cats under the tree, etc." It could be simpler, using shapes, if desired.
Oral develop- ment jigsaw	Teacher provides sets of four cards with pictures that form a sequence. Home teams number off 1-4 to form expert groups. Then the students go to their expert groups where they will all be given the same picture to discuss and help each other remember words related to the picture so they can describe it in the target language. Then they turn in their pictures to the teacher and return to the home group. They take turns sharing their descriptions, from memory, with their home teams. Then each home team predicts what is happening by creating a short story about the pictures.
Quickwrite	Give the students a topic or prompt to write about. The students respond to the prompt based on prior knowledge so it's a bridging activity. Can be used in connection with think-pair-share. Prompts should be something everyone can connect to: open-ended yet connecting to the lesson. Ideally, the prompt elicits memories of emotions so the student is motivated to focus on the new learning. Beginners may write in English and/or use a cloze prompt written on the board.
Reciprocal Teaching (Palinscar and Brown)	Reciprocal teacher is an instructional strategy developed by Palincsar and Brown during the 1980s. They applied Vygotsky's theories about dialog as a way for students to help each other understand what they're reading. They looked at the examples of dialogs between a child and parent, grandparent or other adult as powerful ways to promote learning in authentic interactions and thought it would work in school as well. In addition, they realized that dialog between and among students might be effective for encouraging collaborative problem solving. Over the years, many practitioners have discovered that reciprocal teaching offers many opportunities for students to help each other tackle a reading task, by: 1) modeling effective reading and thinking strategies for each other, 2) building schema for their partner if one student has relevant background knowledge the other needs to understand the text, 3) developing metacognition as they explain their thinking to each other, and 4) re-presenting the text in their own words as they negotiate for meaning. In the world language classroom, sample phrases should be posted on the walls to help them get started with their dialog, such as, "What do you think will happen next?" "Do you know why that happened?" "I think this phrase/word refers to _____. What do *you* think?" "How did you figure that out?" "Summarize the last paragraph for me, please." To encourage joint responsibility for dialog, students are required to take increasing responsibility for leading discussion, i.e., to act as the teacher. This taking of turns is why the strategy is called reciprocal teaching. In

	its original form, four comprehension strategies are used in reciprocal teaching: predicting, question generating, summarizing, and clarifying. In the world language classroom, translation could be an added task. In each pair (perhaps reading ear to ear), turns are taken being the "teacher" and leading a short dialog about the text. Predicting bridges to students' prior knowledge about the text and helps them make connections between new information and what they already know; it also gives them a purpose for reading. Students learn to generate questions themselves rather than responding only to teacher questions. (A chart of Bloom's taxonomy with question starters and samples helps students learn to generate a wide variety of questions.) Students collaborate to accomplish summarizing, which encourages them to integrate what they have learned. Clarifying promotes comprehension monitoring. Students share their uncertainties about unfamiliar vocabulary, confusing text passages, and difficult concepts. This is a very rich strategy for students and allows the teacher to cruise the room listening in to authentic utterances and gather ideas for future lessons, whether to improve or extend understanding.
Sentence Patterning Chart (McCrackens via Brechtel/ GLAD)	The sentence patterning chart was derived from the *Farmer in the Dell* chant by Bob and Marlene McCracken and is used in Project GLAD to teach parts of speech in context along with provide multiple opportunities for guided oral practice of correct syntax of the target language, and emergent reading, too. Begin with an empty chart, with the four (from grades k-2) or five columns, then select one noun (an animate object works best) in the plural (for English or languages that have plurals) for the "noun" column (which may be in a different position in the sentence depending on the language). The students brainstorm adjectives to describe that noun, which the teacher charts in the "adjective" column. Following the adjectives, students brainstorm a list of verbs in the "verb" column to show what that noun can do, then a list of prepositional phrases in the "prepositional phrase" column to show when/where the noun might do some of the things in the verb column. Finally, for grades 3 and above, student brainstorm how the noun might do the actions listed in the verb column, for the "adverb" column. Once the chart is full, students can now "sing" or "chant" possible sentences by selecting two adjectives, a verb, an adverb, and a prepositional phrase. In English, this chant goes to the tune of *Farmer in the Dell*, but many other tunes that fit the target language's cultures may be used—as well as no tune at all, just a rhythm. There are many follow-up activities that can be done with this chart, including the reading game, the trading game, synonyms/antonyms, changing the tense, etc.
Signal word (Brechtel/ GLAD)	A word (instead of saying, 'go') used to start an activity. The teacher generally selects this word from key vocabulary words in the unit or lesson. Teacher trains him- or herself to say, "When I say the signal word, you will turn to a partner…or stand up…or begin_____." Students then repeat the signal word with a kinesthetic gesture to support understanding and memory, ending with a translation into English for beginners. The signal word may be changed weekly or more often once the word has been used 30-50 times

	and has entered long-term memory.
Signal word bank (adapted from Brechtel/ GLAD)	New signal words are written into the Signal Word Bank chart for future reference, and so that the teacher can model word analysis for the class. After writing the word in the left-hand column, the teacher points out any portions of the word or character the students may recognize from other words, or ways (mnemonics) the teacher remembers that word (root, prefix, suffix, spelling pattern, or radicals in Mandarin characters). Alongside the word would be notes, sketches, connections, translations or other helpful reminders. It is helpful to color code this chart, so all the target language words are in one color and notes, sketches, and translations are in other colors. In Project GLAD a more sophisticated process is used, called the Cognitive Content Dictionary. In world language classes, it would be appropriate for intermediate levels and above.
Simon Says with TPR Kinesthetic Gestures (traditional with TPR twist)	Teacher has class or small group stand and face forward. Teacher gives commands related to the lesson and students demonstrate their understanding by gesturing appropriately. For example, in a lesson about maps and geography, the room may have charts or posters indicating the four directions of the compass, continents, oceans, or places of interest in the target language's country(ies). Then the teacher would ask students to point to the Eiffel Tower, or turn north, or take two steps to the left, or raise their left arms, etc. As they gain confidence and proficiency, students may take the role of the teacher and give the command. As student learn various verbs, these should be mixed into the prompts, for example: "Swim toward Mexico. Look at China. Step backward one step and fly east. Walk in place with your right hand on your left shoulder." As the teacher observes the students responding to these commands, s/he can quickly see which students comprehend quickly and which ones need more exposure to comprehensible input.
Snowballs (Kagan)	Teacher prepares a short "frame" or "cloze" pattern in the target language for students to complete based on their preferences or experiences. For example, the frame after a lesson on pets might be: My favorite pet animal is the _____ because _____ (beginners) or I prefer having a _____ as a pet because in my experience they are _____. I also like _____ (intermediate). This frame or cloze pattern is printed onto half- or third-sheets of several colors of paper. Each student fills in the frame and signs their name. They are advised to write neatly because someone else will have to read it. Then, everyone balls up their paper into a "snowball." Students are told to remember their color so they don't end up with their own snowball. The teacher gives the signal and students begin a snowball fight, tossing and picking up numerous snowballs for a minute or two until the teacher gives the signal to stop. Each student then ends up with someone else's snowball, which they smooth out and read to a partner or group (using lines of communication or inside-outside circles, for example). For intermediate students, they may need to change the person in order to report in the third person on what their classmate said. Beginners may simply quote their classmate (My friend _____ said, "_____.") If the class needs more limits, one idea is to have each toss of the snowball be controlled…such as, "when I give the signal, everyone toss their snowball into this

	basket" then pass the basket around for everyone to get a new snowball. But the energy level goes up in a snowball fight, so try to work up to that eventually!
Stand up, hand up, pair up! (Kagan)	Teacher has students stand up and explains they will walk around the room when they hear the signal and the music starts. When the music stops, students raise their hands in a "high 5" and pair up with a student close to them. Teacher gives a prompt or assignment, or shows a picture or sequence of pictures on a PowerPoint slide. Student pairs take turns discussing the prompt or question, or help each other say the name of the thing in the picture in the target language, etc. In Mandarin, this can be used to review and practice characters, as they would rush to say the word and its English meaning with their new partner. Repeat steps until all prompts have been discussed.
TPR	See "Total Physical Response."
TPRS (Teaching Proficiency through Reading and Storytelling)	TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar." Many teachers also assign additional reading activities such as free voluntary reading, and there have been several easy novels written by TPRS teachers for this purpose. (See separate booklet on TPRS.) "Circling" is a TPRS strategy.
Talk Show (or Hot Seat)	The teacher models the "talk show" format by showing a video clip from Oprah or another similar show, or demonstrates in the front of the class by playing the role of the interviewer, then changing seats and playing the role of the interviewees. As an extension of understanding, students take the role of a character or historical figure they have studied, and collaborate to write answers to interview questions, in preparation of performing a "talk show" interview. Teams practice performing their own "talk show" before presenting in front of the class. Finally, individuals may be chosen randomly to perform one of the roles for the whole class.

Teacher Modeling	Teacher shows how a problem is solved or a word pronounced, shares an example of a completed assignment, or demonstrates the use of specific academic skills. The recommendation is that teacher model for the whole class, students model for each other in pairs or teams, and finally students do individual work related to the task.
10/2 or 5/1 (Art Costa)	This is the ratio of teacher talk to student talk that is recommended for active engagement in the classroom. Teachers should probably not talk, auditory lecture style, for longer than ten minutes without allowing students to process what they're hearing, either by discussing it with a partner or writing down what they're learning or questions they have in a learning log. For very young students, the teacher should not talk uninterrupted or without engaging students in interaction for more than five minutes.
Think-pair-share **and** **Numbered heads together** (Kagan)	The teacher prompts students to think about a topic or asks a carefully constructed question that will either aide students in accessing prior knowledge or encourage them to use higher order thinking. Then the students pair up and share their thinking with a partner. This may also include a writing step before the talking: think-write-pair-share. This practice is recommended to **replace a large percentage of the whole class questions that start with, "Does anyone know…?"** of "**What is the capital of Iowa?"** because that traditional practice invites a majority of the class to think to themselves, "no," or "I don't know. I'll wait for someone else to answer," and not participate. It also makes it more likely that 90-100% of the students are engaged in thinking about the class topic. Numbered heads together is a similar structure for the entire team of four. After the team has talked over their ideas (realizing that any one of the four could be called upon to share their thinking with the class), the teacher will call out a number between 1-4 that corresponds to one of the four teammates. That student will stand up and respond to the teacher's questions related to their discussion. If the teammate whose number was called is not prepared or confident about answering, the teacher will tell the team to put their heads together again and help that teammate out. Team points are given for persistence or teamwork to encourage, not penalize, students who need help.
Three-step interview (Kagan)	Members of a home group/team number off (1, 2, 3, 4) and then pair off and interview each other on a specific topic chosen by the teacher. Each one then presents what they have learned about their partner to the other members of the home group. For example, step 1 is for the odd numbers (1 and 3) to interview the even numbers (2 and 4). Step 2 is for the even numbers (2 and 4) to interview the odd numbers (1 and 3). Step 3 is for each student to report out to the team what their partner said. This strategy is excellent for guided oral practice, and specific language forms and function desired should be modeled and charted for

	reference during the conversation, with sentence starters and academic conjunctions, etc. Each student gets a chance to speak in the first person, listens with a job to perform and asks questions in the 2nd person, then reports out what they've heard using the third person, all with the subject right there to correct any misunderstandings. The 3-step Interview structure provides high accountability, high authenticity, high interest—and is highly effective.
Ticket out the door (Reardon)	This is a simple yet effective strategy for providing closure and accountability at the end of a lesson. The teacher may provide strips of paper or simply have students write on whatever slip of paper they have available. The teacher poses a question or writes questions or prompts on the board. Students then write complete sentences related to the prompt/questions to answer. The teacher stands at the door and collects the strips, reading them and providing feedback to the student as s/he goes out the door. Sometimes the prompt may be very open-ended and subjective, simply to encourage the student to extend his/her understanding or make a personal connection to the lesson. Sometimes the questions may be discrete and objective, to check for understanding and accuracy. Sometimes, the prompt may promote action by asking students to state a commitment to change or to further research/study.
Trading cards (Kagan)	This is a structure to engage all students in an oral sharing activity. It can be used as an icebreaker or a review activity. It promotes oral language development, equal participation, simultaneous student interaction, interpersonal support and positive interdependence.

The teacher provides blank 3x5 index cards/slips of paper and markers for students and prepares a visual (overhead transparency/PowerPoint slide/flip chart) with the grouping instructions along and the academic/social discussion points listed (see examples below). The teacher should also decide in advance what music will be used to signal the beginning and end of the "trading cards" activity.

To **implement** this structure, students form groups of 4 members and they number off, 1-4. Each student receives an index card and with a marker writes his/her number in large font on his/her card.
The teacher tells the students when they hear the music they will walk around the classroom and will "trade cards" with as many people as possible while the music is playing. A student has one card at all times--basically, it's a 'give one - get one' procedure. The teacher models how to do this. The music starts and the trading of cards continues for 10-20 seconds until the music stops.

• The teacher continues the instructions by explaining that when the music stops they will focus his/her attention on the overhead projector/PPT/flip chart. Teacher should model this behavior and have students practice in order to ensure that students clearly |

understand what they are to do when the music stops.
- The teacher explains that when the music stops they will be given the next set of directions on the overhead projector/PPT/flip chart.
- The teacher plays the music and students stand up and begin to trade their cards with the other students in the class. After about 10-15 seconds music playing and exchanging cards, the music stops and the students focus their attention on the overhead projector/PPT/flip chart.
- The overhead projector/PPT/flip chart lists the first set of instructions, which the teacher reads aloud. The instructions always include both the grouping instruction and then the academic/social question. The students complete the grouping strategy first for example: Number 1 pair up with Number 2; Number 3 pair up with Number 4. Always invite students to welcome other students into their groups if there is an odd number etc.
- Once the students have followed the grouping instruction, the teacher reveals the academic/social question. For example (in an English class): What should be included in the first paragraph of a compare/contrast essay? The students discuss their answers to the question. The teacher receives feedback from different groups in the classroom and can list/chart the information if he/she wishes.
- The music begins again and students begin to "trade cards" again. The music stops and a new grouping instruction (e.g. form a group of 3 which includes all different numbers) is given and a new question is asked.

Pointers:
- Three or four rounds of "Trading Cards" is optimal.
- Teacher should only reveal the grouping instruction and discussion question when needed.
- Time limitations can be outlined in the instructions, such as: Take 2 minutes to…

Total Physical Response **(**James Asher)	Dr. James J. Asher (emeritus, psychology) and his students at San Jose State University in northern California developed and disseminated the TPR approach in the 1960s. It mimics first language acquisition by using the command form of common verbs to build a basic vocabulary in the target language, the way adults do with very young children. The teacher models the command and the corresponding action, then the students join in, responding to commands by standing, sitting, looking, reading, coughing, laughing, smiling, pretending to eat, etc. Nouns are added as direct or indirect objects of the commands so the person may smile at someone, look at something, touch a particular item, etc. Prepositions are then taught by adding them to the command, "Put the grapes on top of the book," or "Give the pencil to the boy." Dr. Asher's website is www.tpr-world.com and there are many resources available there including DVDs of Dr. Asher demonstrating the process. He states on his homepage: *Use TPR for new vocabulary and grammar, to help your students immediately understand the target language in chunks rather than word-by-word. This instant success is absolutely thrilling for students.*

	You will hear them say to each other, "Wow! I actually understand what the instructor is saying." After a "silent period" of about three weeks listening to you and following your directions in the target language (without translation), your students will be ready to talk, read and write. In our books, Ramiro and I will guide you step-by-step along the way.
2-by-2 sentence builder	Each group of students takes two words and creates sentences with the words in the target language. The vocabulary words are listed in a table, two up, two down. The assignment may also be to make of a sentence using the two words in the horizontal positions, the two words in the vertical position, and the words that are diagonal from each other. <table><tr><td>chimney</td><td>staircase</td></tr><tr><td>living room</td><td>doorway</td></tr></table>
Whip-around	Each student (or pair of students) has a piece of paper with an answer and a new question on it. A question is read and the person(s) with the correct answer states it aloud, then reading their question, which is answered on another slip of paper. This continues around the class. The teacher may want to keep track of how many minutes it took and use that as a benchmark to speed it up next time, although the slips should be mixed up each time.
Window-pane (Bob Pike)	An effective strategy for developing vocabulary or conceptual understanding is a combination visual and kinesthetic strategy called the windowpane (Pike 1994). The windowpane is a graphic organizer that imitates a windowpane with equally divided sections. It may be used to introduce new vocabulary, organize information with key points, or describe a process. It may be utilized to prepare the learners at the beginning of a unit of study, to present new information as teacher input or direct instruction, as a review process, or as a summative assessment at the end. In a Spanish class, the windowpane has been used to introduce and teach correct usage of the past tense in the third person. In a French class, the windowpane strategy has been used as a review process to organize key concepts and reaffirm students' knowledge after a series of lessons on the life of Michel de Montaigne. Students were given a piece of paper divided into eight squares and asked to write the words, in French, "family background and early life, language acquisition and classical education, witness to murder, La Boétie, the Essays, diplomat for kings, travel to Italy, death" in the eight squares. Next, students drew their own non-linguistic sketches of what each word or phrases means to them before writing their own short explanation in French. Next, the teacher

used a "pair-share" strategy so students discussed and view one another's pictorial representations and descriptions. During this sharing, students were allowed to revise and edit their work. Sharing ideas and negotiating for meaning is an ongoing collaborative process, which supports student adjustments and results in better products. The students' windowpanes were posted in a common area for everyone to see thus ensuring repeated exposure to the content vocabulary.

Here's a detailed description of the steps:

- Teaches selects the topic to teach such as parts of speech, steps in writing a compare-contrast essay, a sequence of activities or historic events, etc.
- Teacher creates icons and an accompanying arm/hand motions for each pane representing the concept in the windowpane sequence.
- Teacher pencils (lightly) the icons onto the blank windowpane, preferably quite large onto butcher paper so students can see it easily.
- Teacher plans what to say to students as s/he draws each pane in front of their eyes by writing a script that explains the concept in each pane.
- Students arrange their desks around teacher modeling/input area, so they can see and move.
- Teacher begins with pane one. Sketch one line segment/part at a time of the first icon, as students follow along, line by line, drawing on their own paper.
- After teacher and students complete the first pane, students stand up. (Note brain research: "change of state.")
- Teacher models the motion and says the script for that pane. Students mimic the motion and repeat the script. Teacher may explain a little and check for understanding. Students practice with teacher several times and then sit down.
- Teacher continues sketching each pane with students following steps above.
- Teacher reviews the motions and scripts of previous panes after presenting each new pane.
- Revisit the windowpane as needed and review to cement memory for students. Also, review in other settings, for students to remember with the gestures and words alone, occasionally referring to the windowpane.
- A higher-learning strategy would be for students in groups (and eventually individually) to create their own windowpanes to present something they have researched.

| **Word bank w/ pictures** | A list of key vocabulary words necessary for the reading or writing assignment with visuals to aid in understanding and recall. This would look similar to the signal word bank, but would be a set of words specific to the day's lesson. |

Zero noise or quiet signal (Kagan)	Teacher raises hand when s/he want the class's attention but has told students that when they notice the upraised hand, they may finish their thought, then stop talking and raise their hand. Teacher needs to remember not to talk while his/her hand is raised, otherwise s/he is modeling the wrong behavior. If the students are so engaged in their conversations they don't see the zero noise signal, it may be necessary to go to "Plan B" and do something like: "If you can hear my voice, clap once. [clap] If you can hear my voice, clap twice. [clap, clap]." Practiced "call and response" patterns (I say 'hobbies,' you say, 'fun!' Hobbies! Fun!) with clapping and/ore gestures are also efective. In Mandarin, a call and response such as "Tíng" by the teacher making a "time out" signal ("*stop*") followed "wǒmen tīng" by the students ("*we listen*") is fun and helps differentiate the second and first tones. A gong or chimes may also be used to get students' attention or signal the end of a period of oral language practice.