

Saludos



A simple and systematic way
to engage students in
structured conversational
practice

My dilemma:



How to get students to
stay on task during
partner practices?

How can I structure a partner activity that will make their efforts to communicate successful and meaningful?

How can I give students
a way to learn verb
conjugations inductively?
...in the actual flow of
conversation?

I needed an activity that
would personalize a unit's
vocabulary and
grammatical structures *to be
about them...*

“their favorite subject.”

Time?



How could I keep them talking long enough to truly benefit from the practice?



Participation?



How could I get all of the students to participate at one time and skip the partner choosing process? How could I get them to interview three or four other students?

Solution:



Students would have to record the results of their interviews. They would have to be able to report their partner's answers.

Solution:



Students would be instructed to circulate through the room during a timed activity. They would have the structure of scripted questions to guide them. The answers had to vary in order to be personalized and interesting. Students would have to record the answers of those they interviewed.

First / Second / Third



Students would learn First, Second, and Third person singular forms of verbs inductively by using them in the context of conversation.

Ask: Second Person

Answer: First Person

Record: Third Person

The Script



∞ The script had to be formulaic to demonstrate consistent patterns and to scaffold student's success.

The Questions and The Answers

OR Questions:

OR Answers:

¿Cómo te llamas?

Me llamo_____.

¿De dónde eres?

Soy de_____.

¿Que te gusta
hacer?

Me gusta_____.

Record



Él o Ella se llama _____.

Él o Ella es de _____.

Él o Ella le gusta _____.

Adaptable for any level



Three or four questions can be modified for any level. Questions will change depending upon the structures and vocabulary for a given unit.

Success breeds Motivation



When students find they can communicate in the language, they want to communicate more. They have more confidence!

Repetition is our friend in small doses. It is better to have small bites of the apple than to try to swallow the apple whole. Saludos is practiced for 10-15 minutes over 3-5 days

Rules are Rules



It always important to go over the rules....I find a little drama goes a long way. We do not want the students exchanging papers! CERO! CERO! CERO!

Explaining to students why they are doing what they are doing is the reason for the rule. Convince them it's fun! Their participation is the BIG grade! Get them to imagine they are in Cusco, Peru and there are no translators!

¿Cómo se escribe? Repita, por favor. Más despacio. No entiendo.

Teach them the Signals



Procedures make the Ups and Downs go easier. I give specific signals to begin the exercise and to end the exercise. 1-2-3 NO MÁS INGLÉS! LEVÁNTENSE! I explain before we begin, they will rise at the count of three and they will have approximately 10-15 minutes to interview. The signal to wrap up is when I begin to count down, 10-9-8-7-6- When I get to 0 I expect students to be seated.

Be a part of the crowd!



Circulate for assessment, but be available for an interview. As you are milling about making sure all are doing their very best, be available to participate. The kids will love to interview you and depending upon the interview, you can give some funny answers!

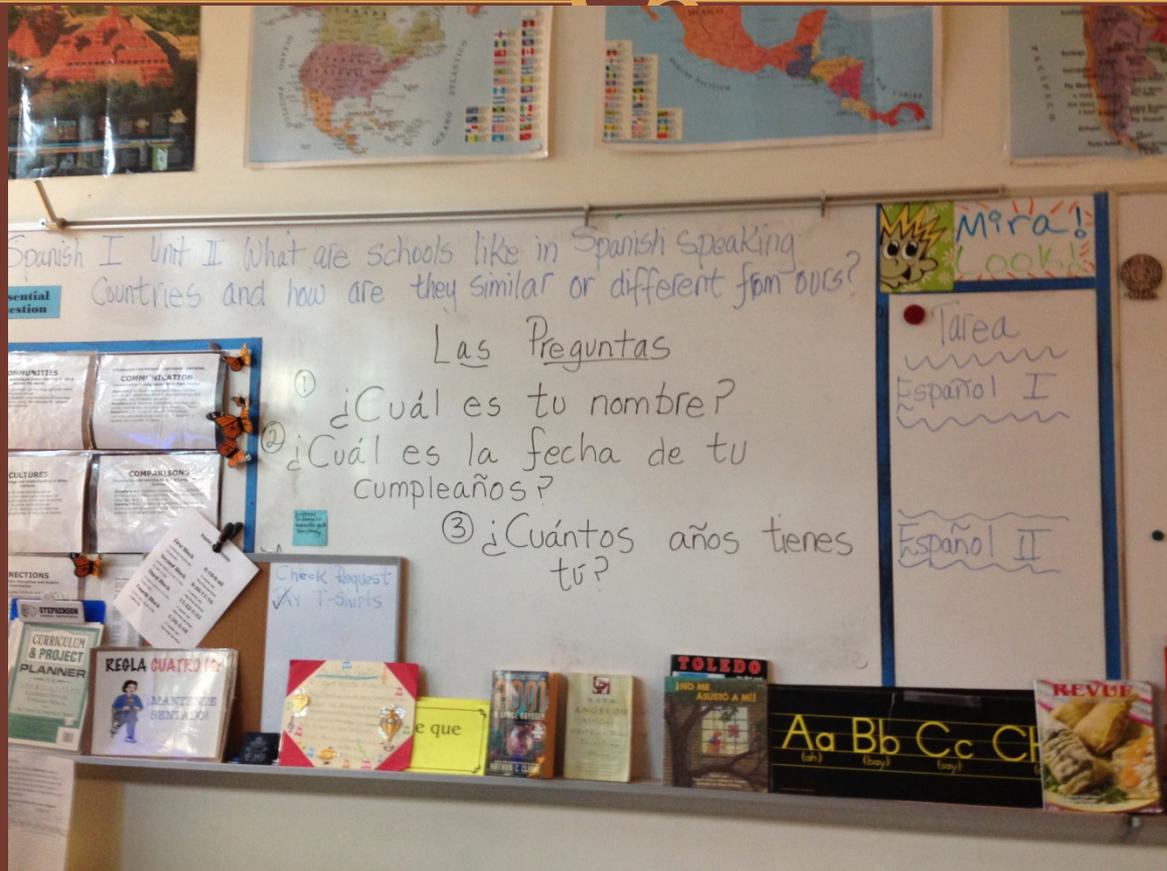
The Debriefing



After Day 2 or 3, I make the questions disappear. Usually, they do not even notice. After the exercise, I will ask students with whom they spoke and what the students told them....todamente en espanol.

Finally, we will look at the difference between the questions, the answers and how they are reported. Students inductively identify the changes in the verb forms and that the change relates to who is doing the action.

Las Preguntas



Preguntas Avanzadas

Unit II What are schools like in Spanish speaking countries and how are they similar or different from ours?

1. ¿Cómo te llamas? } Las Preguntas
2. ¿Adónde vas a ir?
3. ¿Dónde vas a quedarte?
4. ¿Qué quieres hacer?

Check Request
PAY T-Shirts

REGLA CUATRO (4)
¡MANTENTE SENTADO!

Me llamo Gaelita
Mi nombre empieza en G
Soy Creativo, aventurero, inteligente
Todos los días voy a la escuela
y aprendo cosas nuevas
y me divierto con mis amigos
y aprendo a leer y a escribir
Muy divertido y divertido
¡Me encanta!

2001
A SPACE ODYSSEY
ARTHUR C. CLARKE

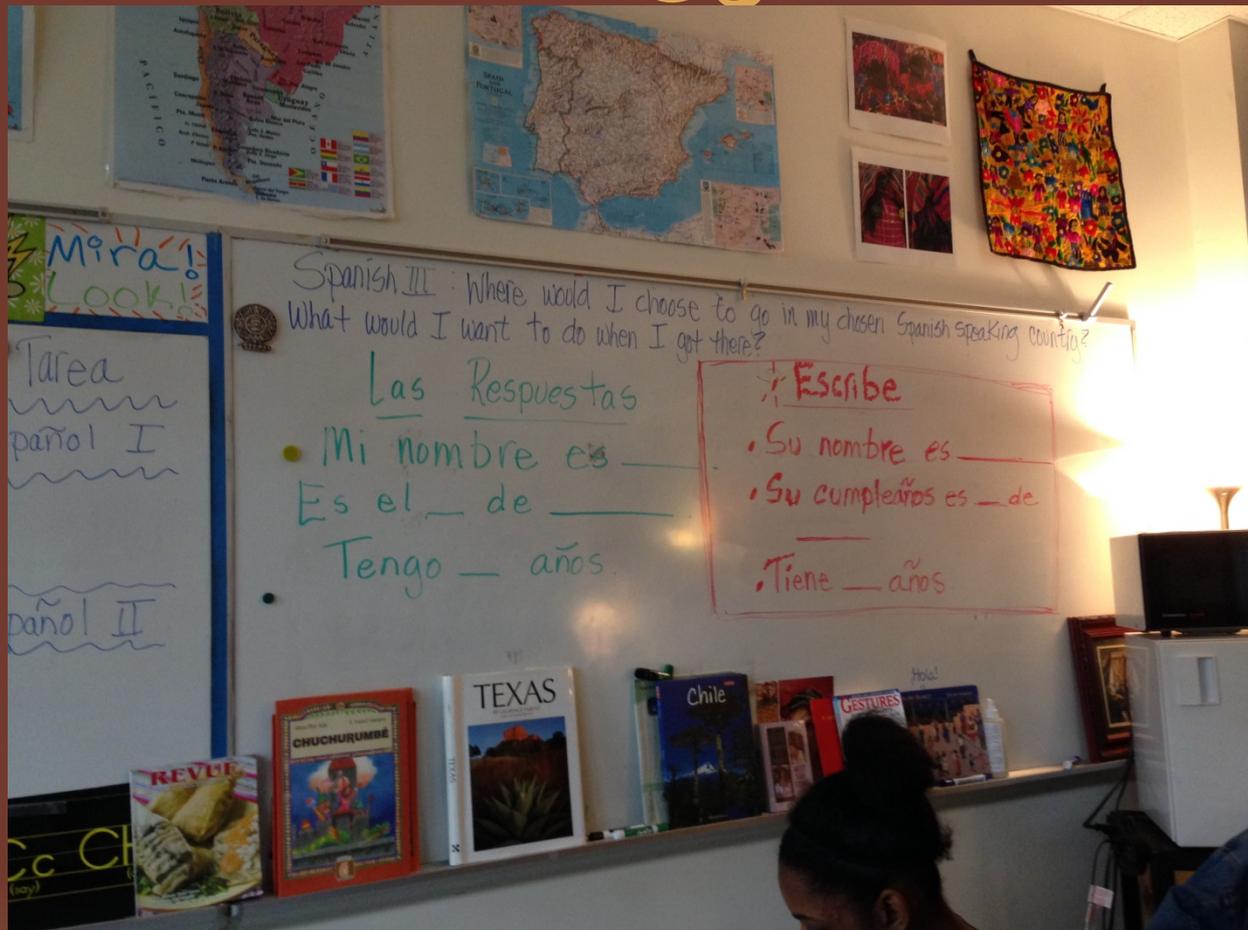
MAYA
ANGELOU
All God's Children Need Traveling Shoes

TOLEDO
The City and the History

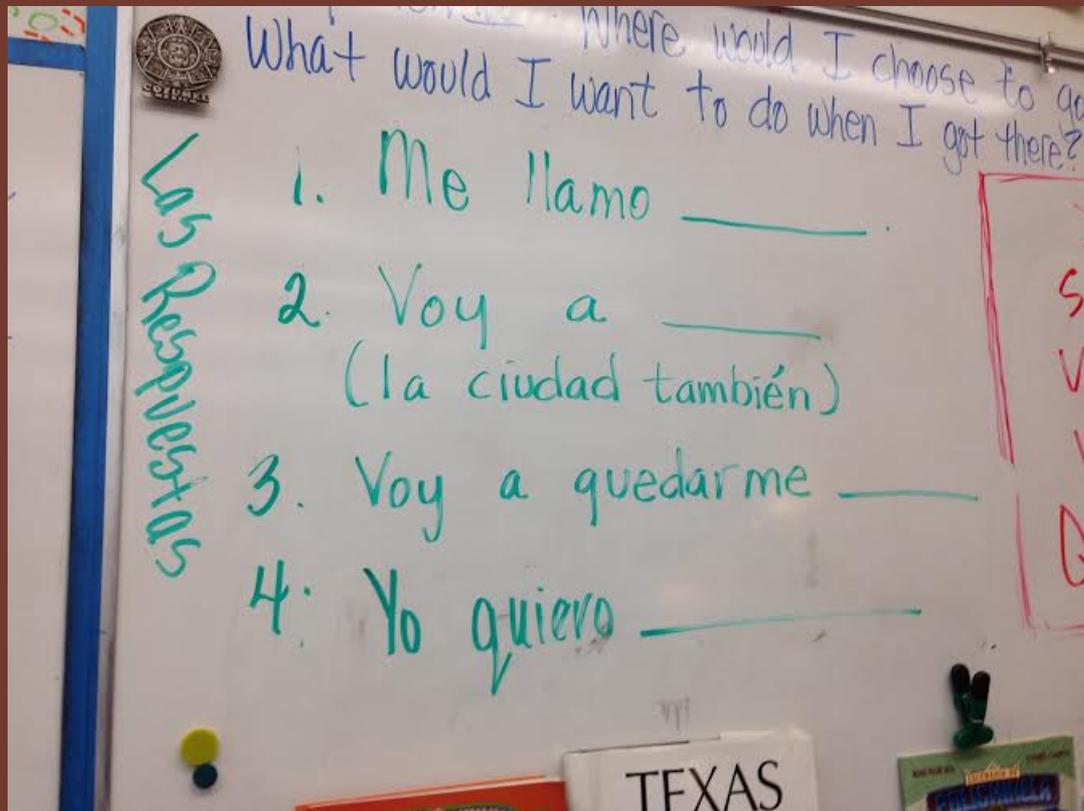
Aa Bb Cc
(ah) (bay) (say)

Tarea
Español
Español
Página
53

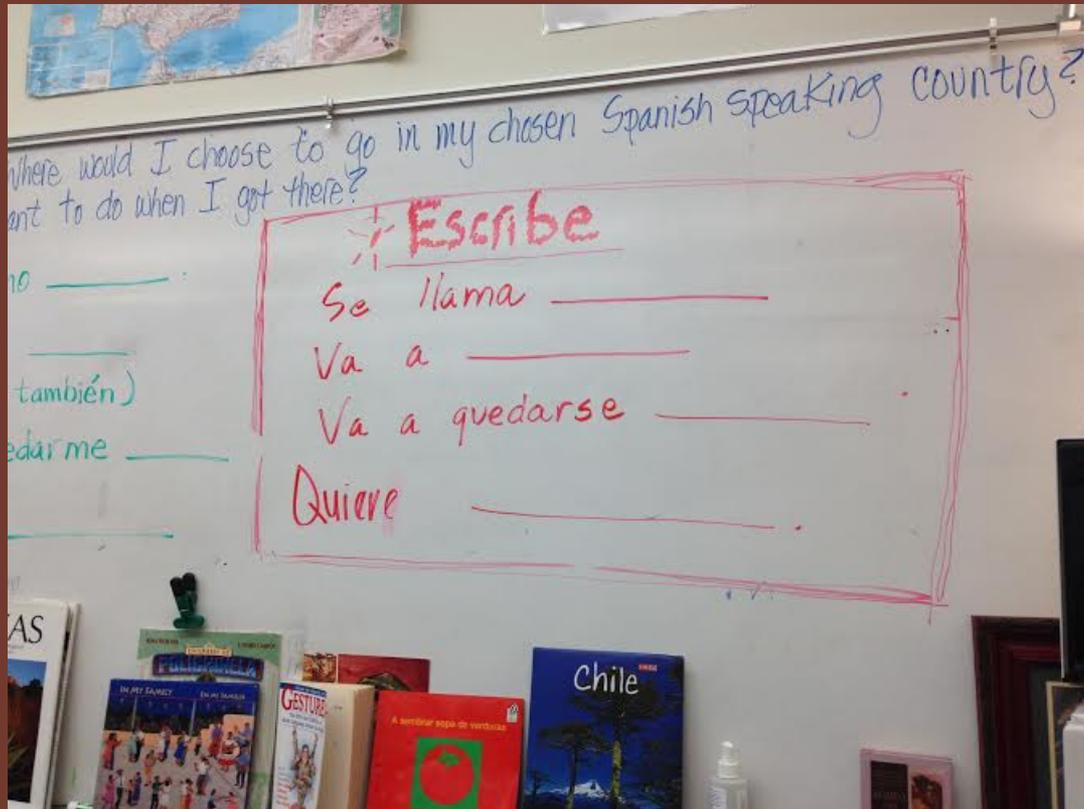
Las Respuestas y Escribe



Las Respuestas Avanzadas



Escribe / Spanish III



Los Estudiantes



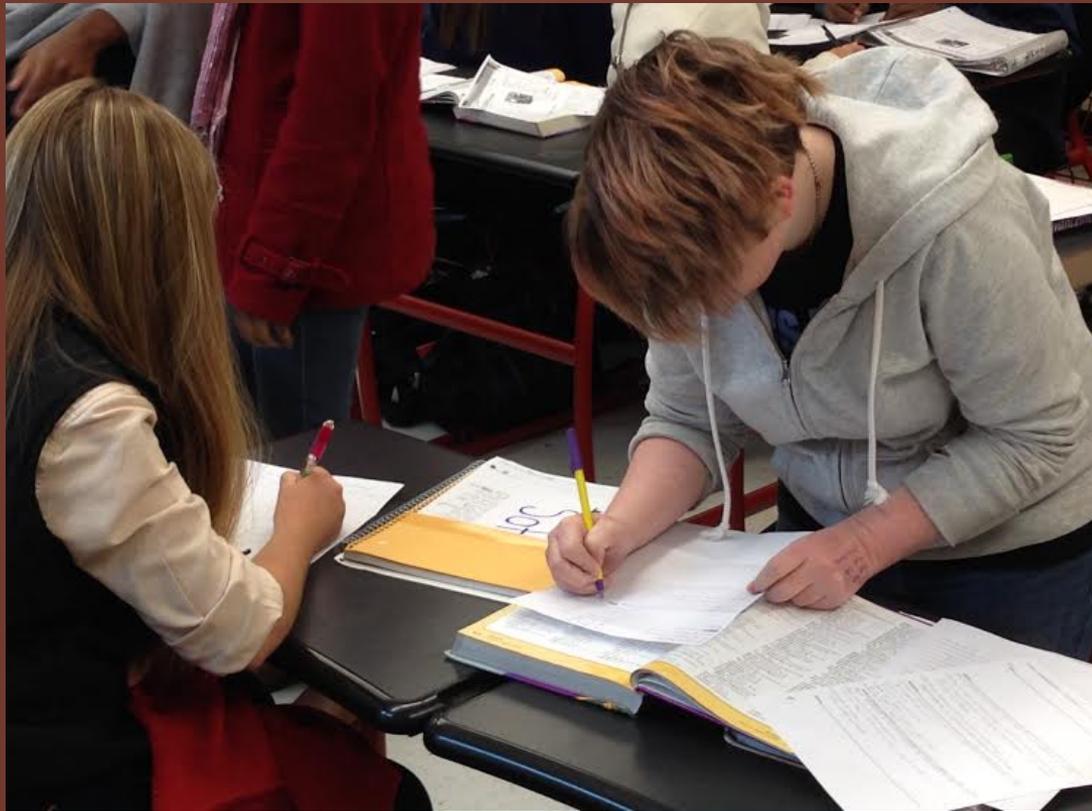
Entrevistas



Entrevistas



Entrevistas



Entrevistas



Las Formas

Hecho a mano

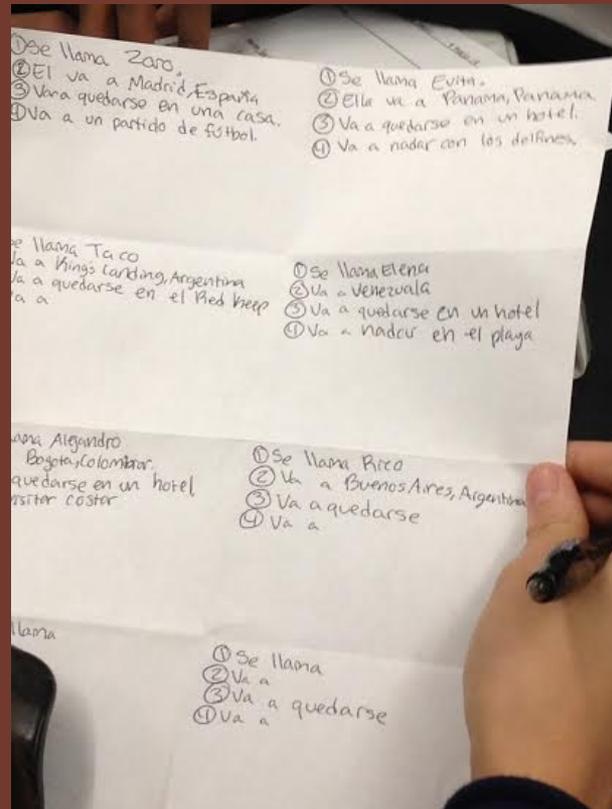


NO XEROXING.

The students create the forms from a folded blank sheet of paper. Start with a blank page and fold it in half, horizontally or *HAMBURGER STYLE*. Then, in half again, *Vertically, or HOTDOG STYLE*, again...*HAMBURGER, again HOTDOG*. If you have folded the form correctly, you should have 8 rectangles on each side...and 8 on the other side made by the creases in the folds of the paper.

Students will be able to interview 16 of their classmates in the course of 4 days, averaging 4 students each day.

Las Formas



① Se llama Zara.
② El va a Madrid, España.
③ Va a quedarse en una casa.
④ Va a un partido de fútbol.

① Se llama Evita.
② Ella va a Panamá, Panamá.
③ Va a quedarse en un hotel.
④ Va a nadar con los delfines.

Se llama Taco
Va a Kings Landing, Argentina
Va a quedarse en el Pied heap
Va a

① Se llama Elena
② Va a Venezuela
③ Va a quedarse en un hotel
④ Va a nadar en el playa

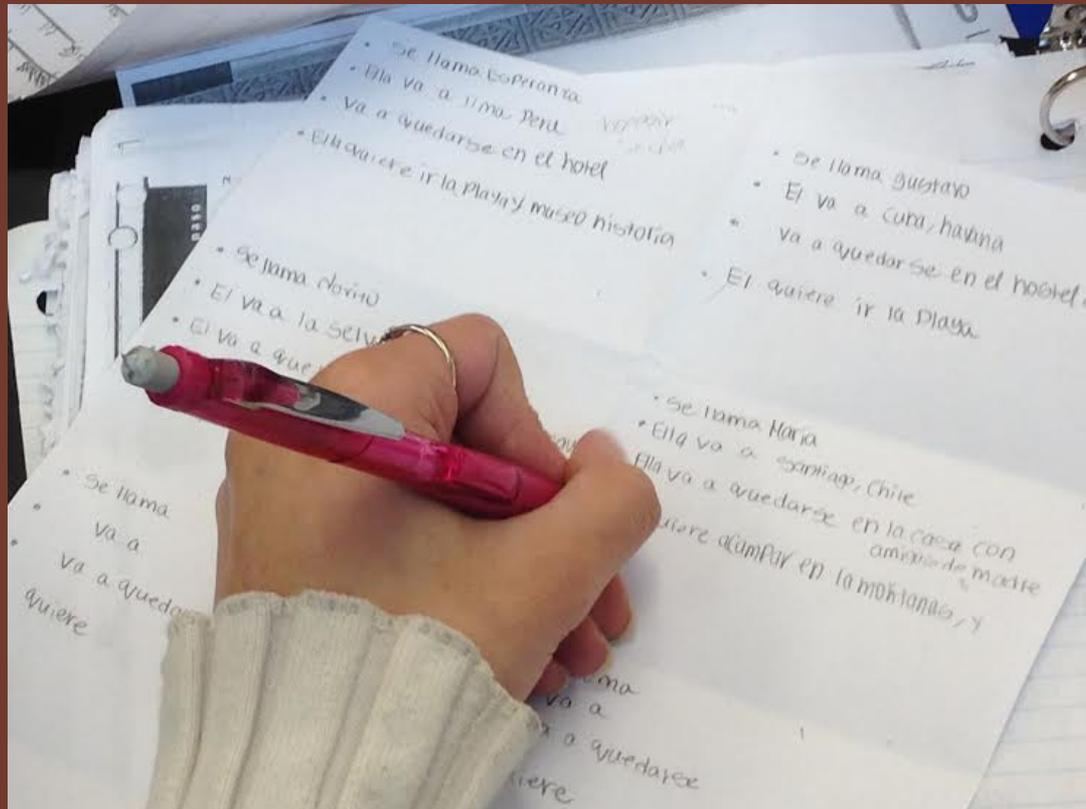
Se llama Alfredo
Bogotá, Colombia
quedarse en un hotel
visitar costar

① Se llama Pico
② Va a Buenos Aires, Argentina
③ Va a quedarse
④ Va a

Se llama

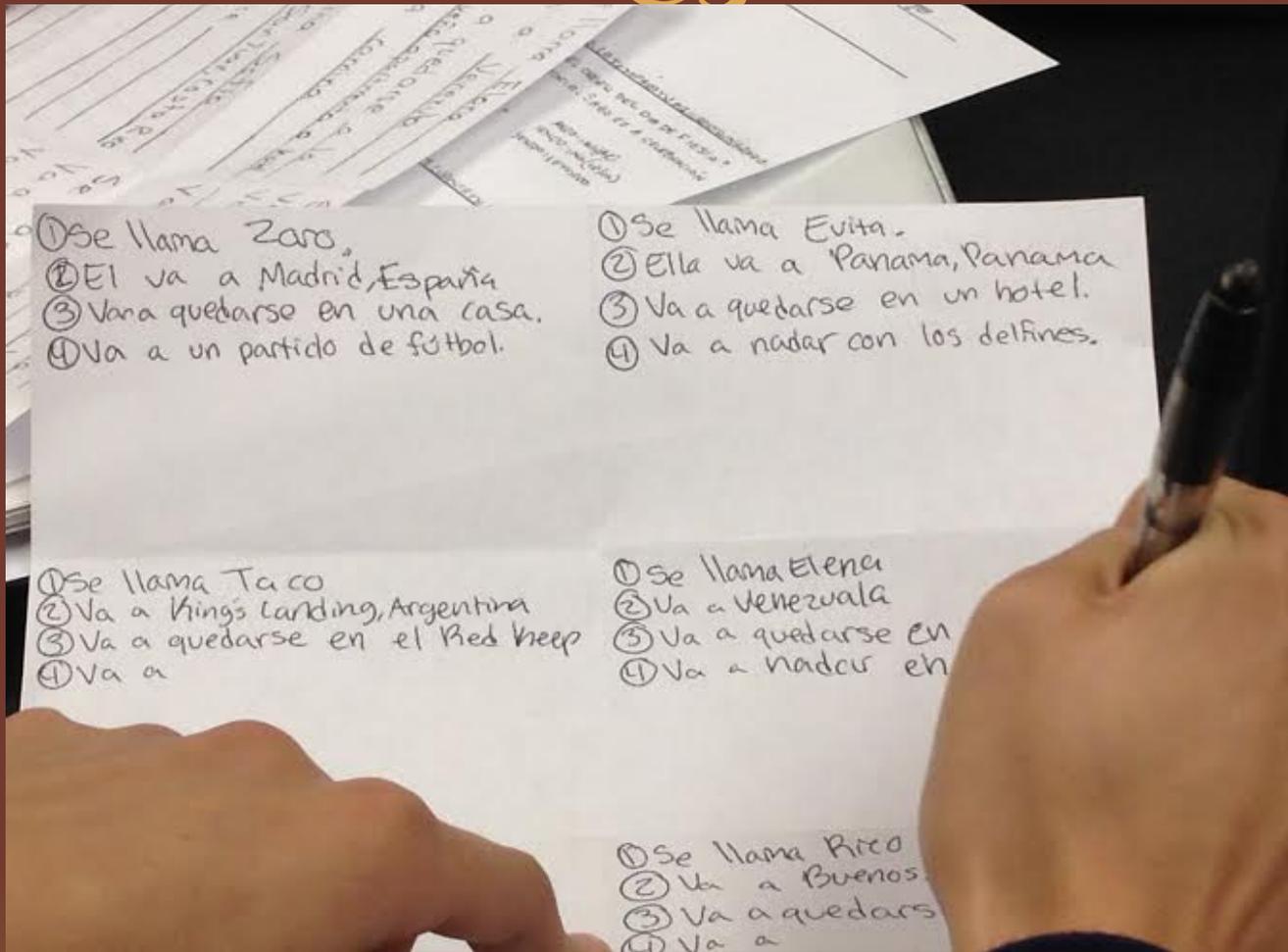
① Se llama
② Va a
③ Va a quedarse
④ Va a

Las Formas



- Se llama Esperanza
- Ella va a Lima, Perú
- Va a quedarse en el hotel
- Ella quiere ir la Playa y museo histórico
- Se llama Roberto
- El va a la Selva
- El va a que
- Se llama María
- El va a Santiago, Chile
- Ella va a quedarse en la casa con amigos de madre
- Quiere acampar en la montaña, y
- Se llama
- Va a
- Va a queda
- Quiere
- Se llama
- Va a
- Va a queda
- Quiere

Las Formas y las Respuestas Originales



Conclusion



Established Routines,
guided by Comprehensible Input,
using Communicative Activities,
strengthen the bonds of Community
in the Foreign Language Classroom.



- ca Saludos exercises give my students a structured way to have informal conversation with one another. They grow not only in the understanding of concepts they are studying through practical application, but they come to know one another. They feel safer to take risks and make mistakes and experiment with the language and to make it their own. They become a community of learners through their practice.
- ca In the Foreign Language Classroom, to be effective, we need to stay in the target language as much as possible. In order to facilitate that practice, it is recommended that routines be established to foster a sense of security and predictability in the environment for the student. These routines reinforce their understanding of what tasks they are expected to perform so they have greater confidence.

Tag. It's Your Turn



Questions

Answers

1. What is your name?

My name is_____.

2. Where are you from?

I am from_____.

3. What do you like to do in your free time?

I enjoy_____.

Write



His or Her name is _____.

He or She is from

_____.

He or She likes to _____ in
his or her free time.