

IWLA Conference  
Des Moines, IA  
October 2-4, 2008  
Presenter: Terri A. Gebel, University of Iowa  
Presentation: 5 x 10

## **La Música Latina**

### **I. Objectives may include any of the following:**

1. Students will be able to identify different verb tenses (preterit & imperfect).
2. Students will be able to interpretively translate lyrics.
3. Students will be able to present a biographical sketch of the singer's life both in written and oral forms.
4. Students will be able to list common cultural themes among Latin singers.
5. Students will be able to orally answer questions about the singers.

### **II. Groups will be determined by the teacher.**

1. Participants' roles will include:
  - a. Leader – selected by the teacher
  - b. Researchers
  - c. Translators
  - d. Visuals for presentation
  - e. Recorder – turns in daily activity report to the teacher
2. Other than the leader's role, the group will decide the other members' responsibilities, which the recorder will identify in his/her daily report to the teacher. (This may be done in English)

### **III. Activity**

1. Select a singer. ( I have at least 40 CDs by Latin artists)
2. Select a song – entirely, or almost entirely in Spanish
3. Biographical description of the singer
4. English translation of the lyrics (copies for the class – both the Spanish & English versions)
5. Oral presentation to include visuals, main points of the biography, & the song/video in Spanish

### **IV. Process**

1. Group selections & assignments
2. Research – biographical information & song selection
3. Writing
4. Translation
5. Presentation organization
6. Presentations

**V. Evaluation**

- |                                |        |
|--------------------------------|--------|
| 1. Written biography           | 30pts. |
| 2. Translation                 | 30pts. |
| 3. Presentation (inc. visuals) | 30pts. |
| 4. Group work ethic (teacher)  | 20pts  |
| 5. Peer evaluation             | 15pts  |
| 6. Total                       | 125pts |
7. Bonus points may be earned by answering questions following the presentations.

**IV. Conclusion – Movie “La Bamba”**

Español III

Group Members:

_____	_____
_____	_____
_____	

**I. Translation:**

- |    |   |
|----|---|
| 10 | Taken beyond literal translation                                    |
| 9  | Well done. Adapted language.  |
| 8  |   |
| 7  | Fair ability to translate on own/used translated song or translator |
| 6  |   |
| 5  | Only used translated song or translator                             |

Total x 3 \_\_\_\_\_/30

**II. Oral Presentation:**

- 10 Good information and easily understood
- 9
- 8 Adequate information/easily understood
- 7
- 6 Not enough information &/or difficult to understand
- 5

Total x 2 \_\_\_\_\_/20

**III. Visual**

- 10 Very impressive & neat
  - 8 Well done
  - 6 Okay
- Total \_\_\_\_\_/10

**IV. Written Biography**

- 15 Information
  - 15 Grammar/structures, etc.
- Total \_\_\_\_\_/30

**Peer Evaluation**

Evaluator's Name \_\_\_\_\_

Rate each group member according to the following categories with 5 being the highest and 1, the lowest. Do not rate yourself. These ratings are strictly confidential.

- A. Worked well with the group, cooperated and kept a positive attitude.
- B. Contributed to the project, willing to do extra tasks.
- C. Completed his/her assigned part/s.

Group Members:

	A	B	C
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

\*Teacher's evaluation includes daily observations of each group member and basically uses the same criteria as above.

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**Malcolm Price Laboratory School, University of Northern Iowa & Iowa State University**  
**Iowa World Languages Association Conference 2008**  
**5 X 10 Session - Friday, October 3 – 2:10-3:00**

- **VISUAL SYLLABLE STRESS ACTIVITY**  
[speaking (pronunciation), reading activity]

Standards addressed: Communication 1.2	understand and interpret written language
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Students arrange poker chips to show difference in syllable stress between English and French.

Red chip = stressed syllable	Blue chip = unstressed syllable
carrot	carotte
apartment	appartement
banana	banane
anniversary	anniversaire
Paris	Paris
lesson	leçon
address	adresse
envelope	enveloppe
salad	salade

- **SPINNER WARM-UP / ORAL ACTIVITY**  
[listening, speaking activity]

Standards addressed: Communication 1.1 Communication 1.2 Communication 1.3 Communities 5.1	engage in conversation, provide and obtain info understand and interpret spoken language present info, concepts, and ideas to listener(s) use language productively and receptively within school setting
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Adding an element of unpredictability to an oral activity.

Spinner available at: [www.learningresources.com](http://www.learningresources.com)

Dawn Frye, Hudson High School, Hudson, Iowa

## INCREASING RECALL AND RETENTION

*“It would be nice if memory were a matter of experiencing something once and then retrieving it at a later date in exactly the same form as it was originally stored. But memory doesn't work that way; it is dynamic. It decays naturally over time as new experiences infiltrate older ones. Fortunately, this natural decay can be minimized by using elaborative rehearsal strategies. Visualizing, writing, symbolizing, singing, semantic mapping, simulating and devising mnemonics are strategies that can be used to reinforce and increase the likelihood of recall. They often have the added benefit of enhancing students' understanding of concepts as well as retention.”*

Pat Wolfe • Mind Matters [www.patwolfe.com](http://www.patwolfe.com)

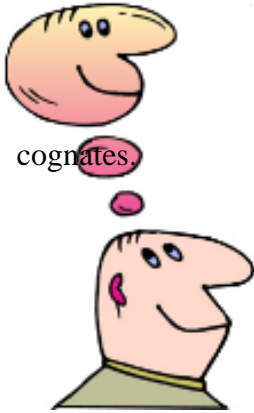
To help students learn some new vocabulary, I used a technique that uses mnemonics and illustrations. I first modeled it on the overhead.

**MATERIALS:** paper, pencil, new vocabulary  
crayons, colored pencils, markers (optional)

- Number the vocab 1,2,3,4,1,2,3,4, etc.....
- Assign each student a number (1, 2, 3 or 4)
- Students need to divide their paper into 4 sections
- In each section, they will write ‘their’ words and the meaning
- They are to create a mnemonic to help them remember the word and then draw a picture that illustrates the mnemonic. I gave them a 15-minute time limit.
- After 15 minutes, assign all the number “1s” to go to a specific location in the room and share their ideas, the “2s” to another location and so on.
- Once they’ve had a chance to share with their like group, they are to go out and find the other numbers and teach each other how to remember the words.
- After the sharing, have students return to seats and have them silently practice their lists

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

- Allow students to ask for additional ideas for words they still need help with.



**Remember:**

I modeled it first by picking one of the words. Eliminate the

Give the students study time on their own after the activity.

Have fun!

**IOWA WORLD LANGUAGE ASSOCIATION  
2008**

**Using Drama Techniques in the Language Classroom-breaking down  
barriers to immediate communication!**

**Jim Gerrans, Ottumwa High School**

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**I define “drama techniques” as any activity that gets my students to incorporate movement and voice in their attempts to communicate orally in the target language. These activities help to:**

- **Break down inhibitions, allowing students to create a safe environment.**
- **create “fearless students” who are willing to take risks and to make mistakes to further their communicative development.**
- **establish relationships in the classroom.**
- **“spice up” repetitive practice and create some laughs**

**1. “Los Puentes” Create a “secret language” to get students to master a vocabulary that is being studied by using word clues previously learned or from the current vocabulary: After students have received the vocabulary, I use these “puentes” to get the students to give voice to the vocabulary. Give a series of 3-5**

context clues → beber	pan
vaca	salsa
blanco→ la leche	italiano→ la pizza

**My students volunteer to create “puentes” to present to the class. Eventually, we create an oral activity we call, “Espalda a Espalda.” Students sit back to back. One student tries to get his/her partner to say the vocabulary by giving clues. By this time, students have become familiar to the context bridge we have created to that particular vocabulary. The communication is basic, but, hey, they are speaking!**

**2. “Like You Mean It” This technique lends itself to some fairly comical moments in a classroom. It does help to create a good working relationship early in the class, by helping you identify gregarious students and more reserved students. It can be used for vocabulary study, grammar structure practice and communication. I give students the emotional context in which to say aloud whatever is being targeted. I use illustrated cards that suggest the emotion their voice or actions should convey: sad, angry, frustrated, singing, sick...etc. We actually did this the first day of Spanish 1 !**

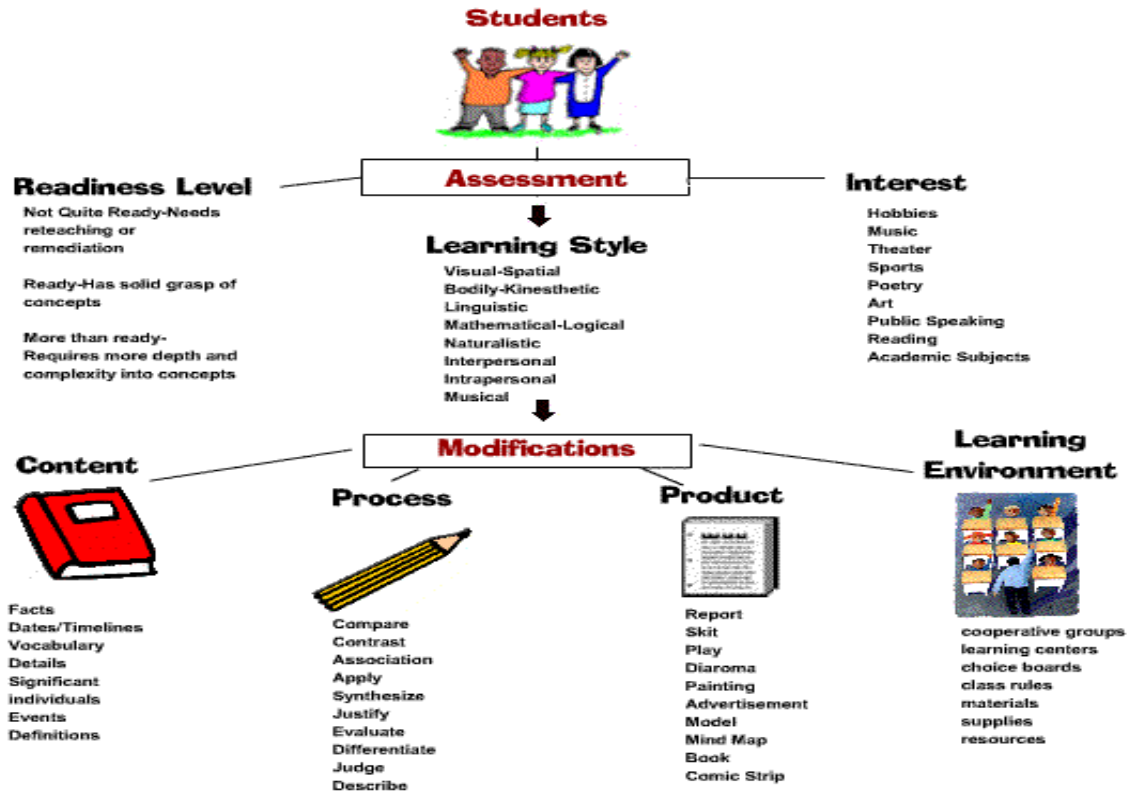
**3. “Verb Machines” Verb conjugation is SO BORING....I do emphasize that conjugating is not a communicative activity, but I have yet to successfully teach a**

level without it. Have students pantomime a verb. Give them an infinitive and have them create a symbolic, simple pantomime. The other students will guess the verb. After the pantomimes have been established, **CREATE A VERB MACHINE**. Each verb machine has at least 6 working parts: the infinitive and the 5/6 conjugations. Student groups are as large as the number of parts to the verb machine. Each student is responsible to giving voice to either the infinitive or the subsequent conjugations. Students construct the machine by saying aloud their “conjugation,” while performing the pantomime selected for the verb. They do this in an orderly fashion, taking their place in the machine as the parts are announced. Once they take their place in the machine, they continue saying aloud their conjugation, and repeating the pantomime until all machine parts are created and working in unison, and all connected in some way. I will deconstruct the machine, by calling out random “parts.” At that time, the student returns to his/her seat until there is one last part, still doing the pantomime and still repeating his/her conjugation.

**4. Choral Reading!** Try it, you will like it. It is the safest way to get students up and speaking without feeling singled out. We do this with everything from poems to simple readings from the textbook. Have students block their own parts or do it for them. Position them around the room. Put them in different positions, standing, sitting, kneeling. Seriously, I thought this was the “dorkiest” activity I could possibly imagine, but I have had tons of fun with it.

# Differentiating Instruction

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<http://coe.sdsu.edu/eet/articles/differentlearningenv/flow.gif>

## Tic-Tac-Toe

<b>Diamante Poem (personality descriptions)</b>	<b>Charades/Pictionary (likes/dislikes)</b>	<b>The Colors Reveal Your Personality –Bulletin Board (personality descriptions)</b>
?	<b>Guess Who? Game (physical descriptions)</b>	?
<b>No Peaking! 3 person- blindfold activity (physical descriptions)</b>	<b>Sorting Activity Me gusta – No me gusta Soy – No soy (personality, likes/dislikes)</b>	?

## Strategies that are a good fit for the world language classroom

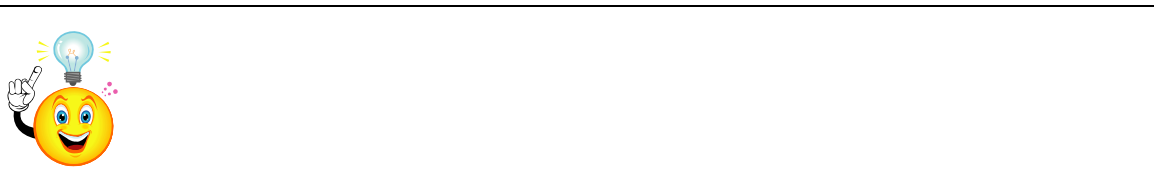
### Anchor Activities:

- Read a book or magazine (target language or in English but about target culture)
- Listening station (books on tape)
- Learning center that provides extension activity



### Learning Centers:

- Variety of activities are offered, students choose a given number of them to practice learning
- Incorporates multiple intelligences
- Mixed ability and flexible grouping
- Provides opportunity for teacher to work with small group that needs extra attention



### Vary the Product:

- Students are given a variety of choices in how they can show their learning
- Choices could include create a game, make a storyboard or cartoon strip, make a collage, perform a skit, create a pop-up book, create a jingle or song, construct a display, take photographs and display with captions, etc.



### Choice Boards:

- Can be used as anchor activities or to choose, record learning center activities
- Tic – Tac – Toe sheet of activity choices (good for individual units)
- BINGO sheet of activity (good for quarter, possibly semester length of time)

