Perfecting Reading and Writing Skills in the World Language Classroom

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A little about the presenters

Carolina Collins & Lucia Allen

- Taught for 8/9 years public and privates schools.
- Graduated from University of North Florida (Bachelors)
- Graduated from the University of South Florida (Masters in Foreign Language Education)
- Currently working at Episcopal School of Jacksonville, teaching middle and upper school
Objectives

Handout link [Here]

➔ Leave this workshop with specific ideas and activities that you will be able to use right away (handout)
➔ Share our experience on how to improve your student’s reading and writing skills
➔ Reading Strategies with readers (Carolina)
➔ Writing strategies (Lucia)
“It is no longer appropriate to talk about language teaching methods with a capital M because no language teaching method or approach is superior to the other.”

Horwitz (2013)
Reading Strategies by the use of a reader
**Reading Strategies**

**STEP 1**

➔ Pick an appropriate book *Fluency Matters*

**STEP 2**

➔ Decide what is your main goal.
➔ Decide how you will work the reader.
➔ Have clear and accessible expectations.
Resumiendo... Summarising

IN YOUR BOOK:

- Highlight imperfect and preterite verbs. 5 different for each.
- Write a short summary in English of each paragraph or page.

IN YOUR COMPOSITION BOOK: (ALL IN SPANISH!!)

- Write the date and the chapter you are reading at the moment.
- Write and define TWO words in Spanish, write the word in a sentence.
- 5 verbs in the present: infinitive-present-preterite-meaning preterite.
- Find at least TWO quotes passages that you believe to be worth discussing and investigating topics.
- ONE page of notes, summaries, description of characters, etc (80 words minimum)
- Be ready to ask questions!
STEP 3

➔ Read every chapter differently
   ◆ Assign for homework but give a quiz the next day. Sample
   ◆ “Volleyball/ping pong” reading.
   ◆ Paragraph reading in groups. (timer important)
      ● Check out the handout for more details.

➔ Incorporate culture
   ◆ Slides culture collaboration. All students work together using one google slides. Sample
   ◆ Projects.

➔ Class Activities
Running Dictation: low preparation but powerful. Reinforces reading, speaking, writing and comprehension

Teacher's job:

Había un hombre en la cama en su dormitorio.

Eran las 7:50 cuando sonó el despertador y él lo apagó.

Él se había vestido antes de bajar las escaleras.

Él miró los relojes en la pared y una estaba roto.
Put the story in Order
Inside/Outside Circle

1. Divide the class in half.
2. Students form two circles facing each other.
3. Each student is given a card with a word related to the story.
4. Teacher says “ya”, students start talking about the prompt/question on the card related to the novel for one minute.
5. Teacher says “Cambien”, students exchange cards and the outside circle rotates to the right.
Assessing Reading Comprehension

→ Exams and Tests (what was your main goal of the reader? preterite/imperfect)
→ Verbals
→ Projects
→ Writing Assignments
Questions?
DO I HAVE TO WRITE IT IN SPANISH?

SAYS THE STUDENT IN SPANISH CLASS
Why?

➔ Clear expectations that allow for all students to improve their writing skills.

➔ Borrow some of the techniques from TPRS. (Teaching Proficiency through Reading and Storytelling)
How?

→ Draft
→ Give them a “writing cheat sheet”
→ Specific expectations (explain each)

Your goal: 100 words in 10 minutes
Use old and new vocabulary and grammar you already know to write about:
Your family:

- How many people are in your family, is it big or small,
- Do you have lots of relatives?, who is your favorite relative and why?
- How old are some of your members? What are their names? How are they like?
- And what they like to do?
- Describe your grandparents or favorite aunt and uncle.

The more complex the better. Use a pen


_________ ___________ ___________ ___________ ___________ ___________
Samples

→ Writing example BEFORE

Mi familia es muy buena. A mí me gusta cocinar, montar mi bicicleta y correr. Me gusta vivir.

Mi hermano es bueno también. Él es divertido, cómico y es amable. Él se llama (4).

Vi a mi hermano jugar al básquet y él juega al golf. Mis padres son cariñosos y amables también. Él es mi Padre favorito. Mi madre es bonita y mi madre es guapa. Mi tío se llama Miguel. Él esposa de

Mi marido es Tina. Lo

Writing example AFTER

And what they like to do?
Describe your grandparents or favorite aunt and uncle.
The more complex the better. Use a pen.

Post Writing Activities

➔ Peer review before the writings are graded. Students acknowledge grammatical errors.

➔ Give specific feedback to the students. (a positive and a negative) Show Rubric

➔ Writings lead to speaking activities after. (speaking activity) Similar to musical chairs. Student speak for 2 minutes.
Some websites that we find useful...

**Google Classroom - It is FREE!**

La Semana

Mi semana está muy ocupada. Yo **vengo** a la escuela a las siete y veinte con mi hermano mayor. Yo **tengo** muchas pruebas y las **tenemos** que **estudiar**. No me **nustan** las pruebas porque son difíciles y aburridas. Cuando hace buen tiempo, voy a jugar a los deportes con mis amigos después de la escuela. Mis amigos y yo nos **nustan** los deportes y tenemos **nustos** muchos deportes también.

El Fin De Semana

El fin de semana es muy divertido pero hay unos pocos cosas aburridas que yo **hago** que también. El sábado mi mamá y yo **vamos a comprar** ropa nueva al centro comercial pero no me gusta **comprar** ropa nueva con ella. Sábado es mi día favorito porque no mucho por hacer como hacer deportes. El domingo mi papá y yo **hacemos** un partido de fútbol americano.

Después el partido mi familia y yo **salimos** a nuestro restaurante favorito a las seis.
Quizizz

- Very little teacher preparation
- Great for quick assessments.
- Use this grade as participation grade for the day.
- Gives you feedback right away!
Quizlet Live - FREE!

STUDENTS, GO TO quizlet.live

JOIN CODE:

1 4 7 6 3 6

Create game with 14 students
Click a name to remove a student

Jeff
Sophia
Arnold
Ed
Leah
Zach
Peter
Zach
Shawn
Quinn
Alex
Gregory
Georgia
Alex K.

Quizlet Live

Cheetahs 4
Peacocks 4
Camels 5
Siberian Tigers 5
Lynx 4
Snakes 5

Join 127 - 955

→ Great for warm ups!
→ Use quizlet sets that you already have.
→ Encourage Collaboration
Capítulo 5A

This textivate challenge has finished.
Check the scores in the scoreboard below to find out how you did. The buttons below show you the titles of the activities that were included in this challenge. You can click on them to open them in a new tab or window.

Scoreboard

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<th>Name</th>
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<td>alison</td>
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Click to check answers.

Textivate - $32 A YEAR

Turns it into vapor and goes into the air, or the ocean and in rivers or lakes or steam. The water or steam leaves the sun heats up water vapor or steam leaves the river, lake or ocean.

Goldilocks was a pretty girl who lived once upon a time in a far-off country. One day she was sitting on the hearth rug playing with her two kittens, and you would have thought she was as happy as a queen, and quite contented to stay where she was instead of wanting to run about the world medling with other people's property. But it happened that she was neither a mischievous little maid, and could not resist teasing her pets, so one of them scratched her, and then she would play with them no longer. She got up and trotted away into the wood behind her mother's house, and it was such a warm, pleasant day.

so she thought she would try again. This time she took a sip of the Medium-sized Bear's soup, but she liked it not better. But when she tasted the Tiny Tiny Bear's soup it was so hot, so she ate it up every drop, without thinking twice about it.

Lived together in a funny little house, and very happy they were. Goldilocks stopped when she came to the Bears' house, and began to wonder who lived there, and so she did, but there was no one there, for the Bears had all gone out for a morning walk.

that she wandered on and on until she came into a part of the wood where she had never been before. Now, in this wood there lived a family of three Bears. The first was a GREAT BIG BEAR, the second was a MIDDLE-SIZED BEAR, and the third was a little tiny tiny bear, and they all lived together in a funny little house, and very happy they were. Goldilocks stopped when she came to the Bears' house, and began to wonder who lived there, and so she did, but there was no one there, for the Bears had all gone out for a morning walk.

cupboards, she could find no one, and at last she could resist no longer, [page 33] but made up her mind to take just a little sip to see how the soup tasted. The soup had been put into three bowls—a Great Big Bowl for the Great Big Bear, a Medium-sized Bowl for the Medium-sized Bear, and a Teeny Tiny Bowl for the Teeny Tiny Bear, beside each bowl lay a spoon, and Goldilocks took one and helped herself to a spoonful of soup from the Great Big Bowl. Ugh! how it burnt her mouth; it was so hot with pepper that

while the soup they were going to have for dinner cooled upon the table.

Goldilocks was rather hungry after her walk, and the soup smelt so good that she began to wish the people of the house would come home and invite her to some. But although she looked everywhere, under the table and into the
Questions?