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**Prezi:**  
**<http://bit.ly/activestrategies>**

## **What is an Active Learning Strategy? Why use them?**

- Strategies that have a component of interaction
- Can make “passive” activities more engaging
- Promotes thinking about thinking
- Often collaborative (21<sup>st</sup> College and Career Readiness)
- Languages are a social behavior
- Allows you to “milk” a quality reading/listening activity for all it is worth

## **Where to get reading and listening pieces?**

### **Readings**

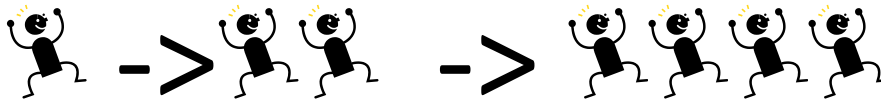
- International Children’s Digital Library (en.childrenslibrary.org)
- Mary Glasgow Scholastic Magazines (Teacher section online has many more articles than the physical magazines -- <http://maryglasgowplus.com/>).
- Veintemundos (<http://www.veintemundos.com/en/>)
- Spanish4Teachers.org
- TPRS Publishing Readers ([www.tprstorytelling.com/](http://www.tprstorytelling.com/))
- Cervantes Institute (<http://cvc.cervantes.es/aula/lecturas/>)
- BBC Mundo <http://www.bbc.co.uk/mundo/>
- “Y me cuentas” literature blog for kids <http://yquemecuentas.blogspot.com/>
- Britannica Enciclopedia Moderna <http://moderna.eb.com/ee/home>
- Achieve 3000 (If your school subscribes... and they should, it also offers current events in many different reading levels, so powerful for Literacy classes too).
- Newseum Today’s Front Pages (<http://www.newseum.org/todaysfrontpages/default.asp>)

### **Listenings**

- Audiolingua (en.childrenslibrary.org)
- Inocar (Ecuadorian Maritime Weather Reports --<http://www.inocar.mil.ec/>).
- Spanish Proficiency Exercises @ UofT-Austin (<http://www.laits.utexas.edu/spe/>)
- <http://www.audiria.com> (YouTube aggregator)
- BBC GCSE Spanish prep videos (<http://www.bbc.co.uk/schools/gcsebitesize/spanish/listening/>)
- <http://www.newsinslowspanish.com/>
- <http://zachary-jones.com/> (Music and Culture)
- <http://www.bbc.co.uk/mundo/>
- MUSIC!
  - mx.musica.yahoo.com
  - billboard.com -> Latin Charts
  - <http://elmundodebirch.wikispaces.com/NECTFL+Workshop+2012>  
(Includes a sortable spreadsheet with hundreds of songs with description of grammar, topic, and vocab.)

\*All images in this handout are from Microsoft Clipart. (Except the pigs, those are hand drawn)

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



This strategy is used to obtain information or complete a task which is especially one where participants might be (a) reluctant to answer or (b) have too many answers. There are two ways to approach it: Peer Sharing and Peer Prioritizing. I pair this often with Yellow-Pink.

#### **Peer Sharing (Best with literacy strategies):**

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

#### **Peer Prioritizing (Great with opinions, even great with PRE-READING anticipation activities):**

- 1) Give a topic in which each person must individually list one or more ideas on a card. (Such as “What countries have the largest Spanish Speaking population?” or “What are the most popular after school activities?”) Give adequate time to brainstorm; the strategy works best with a specific number goal for kids to brainstorm.
- 2) Form participants into pairs. The pairs then discuss their ideas. They must combine their lists and only keep the important ones that they can best justify. Perhaps tell them that they can only list their top three from the lists combined (force them to eliminate)
- 3) Pair up duos with another pair, to create a group of four. Have that group combine lists and narrow it down AGAIN to just three or four answers. These are what the group then reports out. This is where the class discussion then begins.

**Let's try a Peer Prioritizing 1-2-4**

**Question:**

**(Perfect pre-reading activity for literature or cultural topics)**

**1**

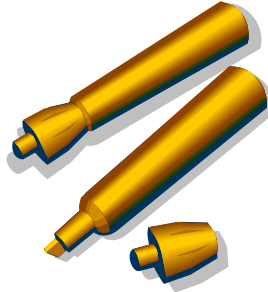
**2**

**4**

### **Reading Strategy: Yellow/Pink**

(from Kelly Gallagher)

*This strategy is normally a one person metacognitive strategy. However paired with a 1-2-4 it can be a very powerful active strategy!*



This strategy helps students find where they are confused.

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

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

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

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

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

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

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



***Let's try out Yellow-Pink***

UNDERSTAND

DON'T UNDERSTAND

**Einstein's Special Theory of Relativity (From Wikipedia)**

**Special relativity** is the **physical theory** of measurement in an **inertial frame of reference** proposed in 1905 by **Albert Einstein** in the paper "**On the Electrodynamics of Moving Bodies**". This theory has a wide range of consequences which have been experimentally verified, including counter-intuitive ones such as **length contraction**, **time dilation** and **relativity of simultaneity**. It has replaced the classical notion of **invariant** time interval for two events with the notion of invariant **space-time interval**. Combined with other laws of physics, the two postulates of special relativity predict the equivalence of **mass** and **energy**, as expressed in the **mass–energy equivalence** formula  $E = mc^2$ , where  $c$  is the **speed of light** in vacuum. The predictions of special relativity agree well with **Newtonian mechanics** in their common realm of applicability, specifically in experiments in which all velocities are small compared with the speed of light. Special relativity reveals that  $c$  is not just the velocity of a certain phenomenon—namely the propagation of **electromagnetic radiation** (light)—but rather a fundamental feature of the way space and time are unified as **spacetime**. One of the consequences of the theory is that it is impossible for any particle that has **rest mass** to be accelerated to the speed of light.

WAIT UNTIL I INSTRUCT YOU TO DO THE QUESTIONS!

1) What are the consequences of Einstein's General Theory of Relativity?

2) What does the formula  $E = mc^2$  illustrate?

3) Does this theory support or disprove the predictions of Newtonian mechanics? What conditions must a body in motion be under to still follow Newtonian mechanics?

### **Both: Split the T**

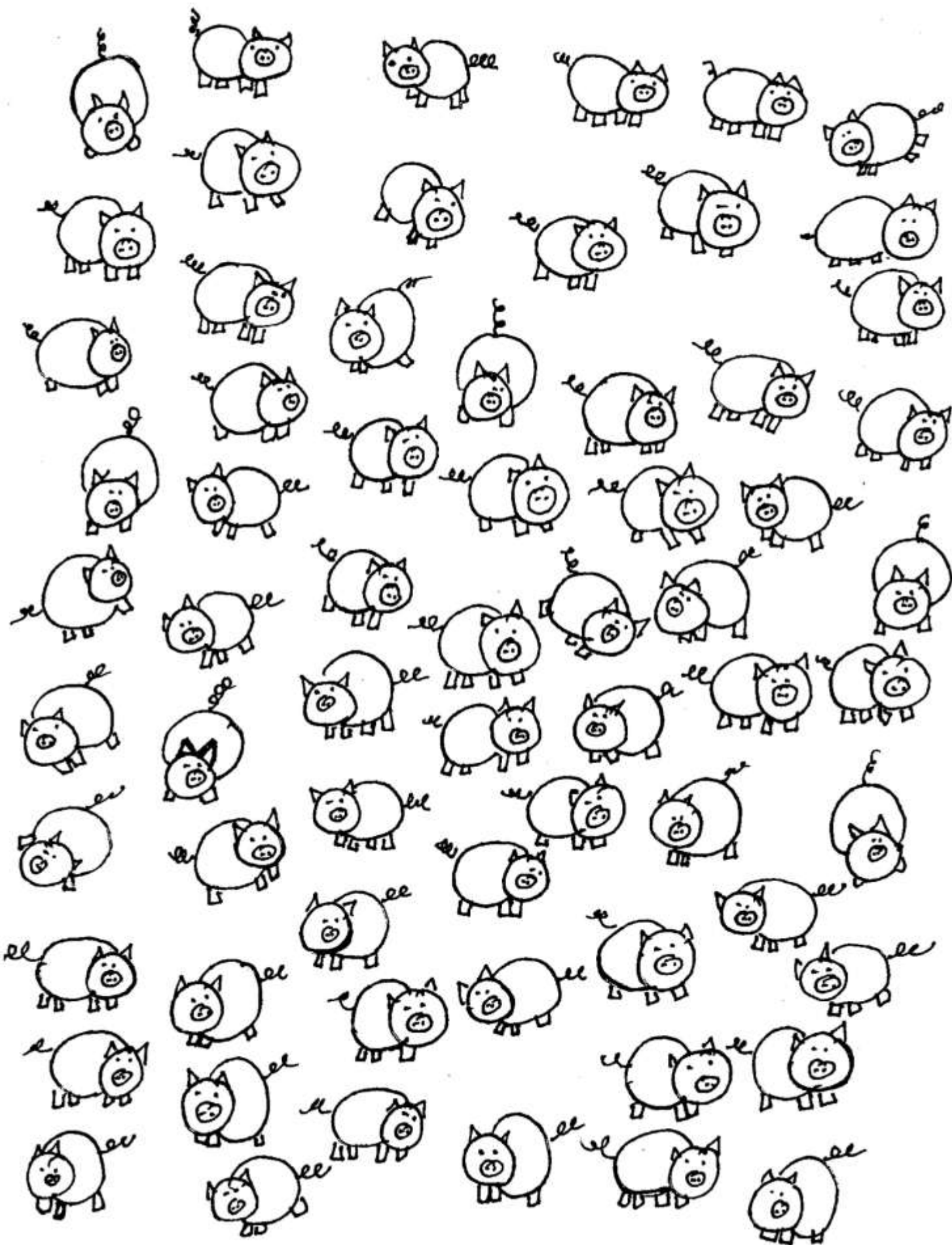
- Very simple, low prep strategy that combines reading/listening with communicative activities, similar to a jig-saw reading. This works wonderful in lower levels when they are still growing in confidence.
- Take any reading/listening in which students fill out a t-chart or graphic organizer. Divide up the class, and give specific pieces of the chart to specific people (thus “splitting” it).
- By doing this, students are able to focus on a specific task and a specific goal in the listening/reading.
- Once done, pair each student up with someone who completed the other side. Have them share information in the target language, continuing with more listening comprehension and now some speaking.
- Pros: Helps with basic skills early on; makes listenings especially more manageable to younger grades.

### **Listening: Guerra de Cerdos**

- On a copy of the pig field on the next page, place a number of key vocabulary, characters, etc. above various pigs.
- Students then get into pairs and will compete against each other. Put one pig field in between each pair.
- You read out definitions, character descriptions, and object descriptions for the students to listen to.
- The first person in each pair to point to the correct pig wins a point.

#### **Pros:**

- Makes listening a fun and engaging game.
- Gives students incentive to listen carefully.
- Great game to promote listening skills while fortifying new vocabulary.
- Helps students practice using cognates in listening skills.
- The pigs amuse the students.





## **Reading: Pattern Puzzles**

(thanks to Mukwanago HS!)

Simple: Basic reading comprehension skills are used

In an envelope, cut up cards, some with vocabulary, some with definitions of the vocabulary. Students then work in pairs to match the definitions with the correct vocab.

Pros: Spanish-to-Spanish

Practice with cognate and summarizing skills

Models defining/circumlocution

Practices reading skills while fortifying targeted vocabulary

Medium-level Pre-reading: Vocab you will see

Set-up a similar activity as above, but using specific vocabulary from a story or work that you are about to read. Make sure the words are accessible at the time. After they pair up definitions with the terms, they then also need to predict the theme/topic/main idea of the upcoming reading (Anticipatory set!).

Advanced Level: Story pieces/reactions

Instead of vocabulary you could use:

Characters and motives/conflicts

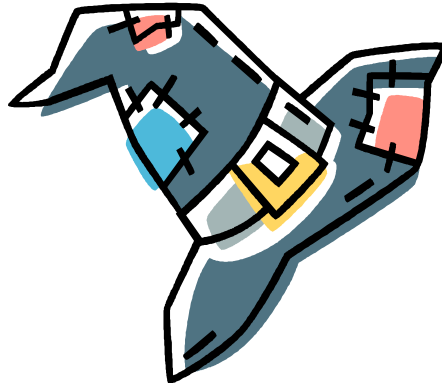
Cause and Effect pairs

Character Relationships (if a story with many characters)

Quotes and the characters who said them

### **Both: Six Hats of Critical Thinking**

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



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

### **The Hats**

<b><u>Hat</u></b>	<b><u>Characteristics</u></b>	<b><u>Questions</u></b>
Sombrero blanco	Thinks about facts, figures, and objective information	¿Qué ocurre? ¿Qué sabemos? ¿Qué necesitamos saber? ¿Dónde podemos encontrar la información en el texto?
Sombrero rojo	Elicits feelings, emotions, and other "nonrational" senses like hunches/intuition	¿Cómo reaccionamos? ¿Por qué reaccionamos así? Which character/decision/plot point did you like most/least, why? What is your guess on what will happen?
Sombrero negro	Devil's Advocate. Why will things not work in the story?	What are the character's weaknesses? What are the downsides of the conflict? The character's decision?
Sombrero amarillo	Positive outlook. What are the benefits of what happened? What are positive things?	What are the character's strengths? What is the best possible outcome? What are the upsides to the conflict?
Sombrero verde	Find creative new ideas.	What are other ways the conflict could be resolved? How else could the author express this?
Sombrero azul	Master hat, leads the group, keeps up goals, and connects to real life.	Sum up what we have learned. How does this apply in our own lives?