Viva la lengua loca
WAFLT 2018
https://goo.gl/RGfo5N
Presenters

❖ Jennifer Fleener  
(Cambridge HS)

❖ Jennifer Schultz  
(Deerfield HS)

❖ Andrea Hill  
(Johnson Creek HS)
Objective

❖ Using a mix of authentic and targeted resources to help students tell the story of their world and the complex world around them.
Fun ‘n’ Structure

- Consistent daily class structure *(volver a empezar)* JC's Spanish Weekly Routine
- connection to content
- **Theme** of the day
- class accountability [here!](#)
- games and interaction
Using Humor

❖ Ja ja jueves - popular [link] here for ideas
❖ Promotes language acquisition
❖ Critical thinking
❖ Dramatization
❖ Builds community
Cultural Encounters

- Personalization
- Connecting to target language outside of the classroom
- Promotes proficiency and interest
- Student accountability
- 2-4 per quarter
- See examples [here](#)
- Reflection form [here](#)
Authentic Viewing

- Movies: Ties in with content
- TV shows: ongoing experience
- News: global views and conversation
- Youtube/Facebook videos: making connections
Horoscopes

- Personal connections!
- Daily/Weekly/When you have time
- Exposure to new phrasing/idioms
- Reading in context
- Compare and Contrast, Creativity
- **Vanidades, ABC, El Nuevo Día, El Mundo**
Odes

- Ties in with content/culture
- Country, writer, culture
- Creativity/Personal choice
- Visual and spoken presentation
- Expressing opinions/Question and response
Painting

❖ Engaged and personally invested
❖ Artist bios/reviews
❖ Cultural background
❖ Gallery walk/personal story
Articles

- Student or teacher created
- Focus can be anything-news, culture, opinion, grammar, comprehension, connections, compare/contrast
- Planned or spontaneous
- Cater to student interests
Renamed Classes

- Beginning: Novice low/mid
- Continuing: Novice Mid/High- Intermediate low
- Intermediate: Novice High - Intermediate Low/mid
- Advanced- Intermediate Mid/High
- Advanced 2- Intermediate High-Advanced
Native Speaker Class

- First year with course
- Empowering students **Bilingualism**
- *Pennywise*
- Building Biliteracy
- Career driven
Read Aloud/Novels

❖ Building community
❖ Readers theater /dramatization
❖ TPRS
❖ Student engagement & increased interest
Listening Engagement

- Building vocabulary in context
- Connection to content
- Creativity
- Strong visual representation
- See an example here!
- Great formative assessment!
¿Preguntas?

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