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¡Jóvenes en acción!

Sampler Kit

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¡JOVENES EN ACTION!

SAMPLER KIT

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Students new to [a language] find in a story context for understanding. It is not word lists that command their attention, but the lives of characters that fill the tales they read or listen to...in the literary stories they meet. How painful it must be for those alien to [a language] to sit day after day without feeling connected to what is happening in the classroom. And yet, through storying, how quickly they enter the activity, making sense of what is happening, building their own versions, listening, telling, retelling; talking about, reflecting upon — responding.

David Booth and Bob Barton (1990)

We value engaging storytellers because a good story both enlightens and entertains. A clear and compelling narrative helps us find meaning, where before there may have been only scattered facts, cold and impersonal theory, and abstract ideas. Stories help us remember and make sense of our lives and lives around us ... A story is not a diversion; the best stories make our lives more understandable.

Jay McTighe and Grant Wiggins

The Understanding by Design Handbook

Your profession is not what brings home a weekly paycheck. Your profession is what you are put on Earth to do. With such passion, with such intensity, it becomes spiritual in calling.

Vincent Van Gogh

THE ACCELERATIVE INTEGRATED METHODOLOGY (AIM) AND THE STANDARDS FOR FOREIGN LANGUAGE LEARNING

A. National Standards for Foreign Language Learning

The Five C's of Foreign Language Study

- Communication
- Connections
- Comparisons
- Communities
- Cultures

All are interwoven to provide a rich curricular experience. “Students should be given ample opportunities to explore, develop and use communication strategies, learning strategies, critical thinking skills and skills in technology, as well as the appropriate elements of the language system and culture.”

B. The key components of the AIM

- The Gesture Approach
- High-frequency, functional vocabulary Pared—Down Language (PDL)
- Focus on literacy through stories/drama/music
- Scaffolded language manipulation activities
- Transfer to authentic oral fluency and creative writing

'Communication' and the AIM

The AIM contains explicit strategies to ensure that students experience a rich, supportive, safe and positive learning environment so that they become confident and competent communicators of information, concepts and ideas.

The AIM ensures a highly active, participatory experience where students speak for the entire class and have ample opportunities to be involved socially through flexible grouping with a high emphasis on cooperative learning.

- Each word is associated with a gesture – words and their meanings, syntax and grammar are embedded kinesthetically, auditorially and visually
- The PDL regularizes, simplifies and accelerates acquisition
- The students speak as the teacher gestures so that each word is deeply embedded in context
- Because students speak chorally, they experience a safe environment, rapidly building confidence from the beginning of the program
- There is a high emphasis on oral language production - students are constantly speaking in both whole-class and partner/group activities
- The program is multi-modal – supporting both multiple intelligences and learning styles
- The 'target language only' rule is in place from the first day
- There is extensive modeling throughout to scaffold and support learning in order to maximize success
- The teacher supports comprehension consistently with gestural cues
- There is a wide variety of meaningful interactive activities, meeting the needs of all students
- Daily partner/group work ensures ongoing opportunities for leadership and support
- Students are required to interact orally as they support each other on the written activities
- From the first hour of the class students are actively involved in language acquisition and production
- All activities extend out from the same context familiar to all students – groups/partners vary

'Connections' and the AIM

Meaningful interactions occur in the AIM as they do in a first language or immersion program. Students reinforce their knowledge of other disciplines through the foreign language and become familiar with the distinctive viewpoints.

- Systematic contextualization of all words within a drama/literacy-based approach makes language meaningful
- Teacher-led Self-Expression and Gestural Mirroring guide and support meaningful language production and refinements and parallel the ongoing correction process that a first language acquirer experiences

- Students gain confidence early, thus ensuring the foundation that is essential for fluency
- The AIM's content-based approach resembles the authentic language use of an immersion classroom whereby the language is taught through other subject areas including: dance, music, story, theatre and drama
- Because the focus is on learning the language through other content areas, the AIM raises the value of the language teaching within the curriculum as a whole

'Comparisons' and the AIM

The AIM teaches language skills through a Balanced Literacy approach, modified and adapted to a second language learning environment. Students understand the nature of language as they develop literacy skills in the target language that parallel that of their own.

- In the AIM, there is a strong focus on oral language as students begin to write. The progression resembles that of a first language acquirer, yet the whole process is accelerated
- Students transfer pre-existing language and literacy skills to the foreign language and come to a deep understanding of how the language works
- The AIM follows a Balanced Literacy approach, through such activities as: Read Aloud, Shared Reading, Guided Reading, Write Aloud, Shared Writing, Guided Writing
- The AIM's unique in-process approach to editing that includes applied grammar, error analysis and AIM's three-stage inductive approach to the teaching of grammar helps students come to a deep understanding of language patterns and systems

'Communities' and the AIM

The AIM strategies and techniques ensure that students appreciate the value of foreign language learning. There is an expectation that the 'target language only' rule is respected by both teacher and students.

- Gestures allow the teacher to pass directly to meaning without reverting to the first language, thus ensuring an appreciation of what it means to understand a new code, right from the beginning
- The AIM's scaffolded, holarchical approach ensures both teaching and learning so that students see value and purpose in the language acquisition process
- Pleasant repetition is a key component of the AIM that ensures that all students find success and motivation
- Through the AIM students speak early – this early success at language skill development promotes motivation and a sense of pride in their accomplishment
- Entry routines and the card system ensure expectations are explicit and that a respected covenant is established

Students use language both within and beyond the school setting and show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Students publish stories and are encouraged to use technology to produce a professional-looking final product
- Students produce internet-based research projects and differentiated activities using technology
- Due to the performance-based nature of the AIM, students may take an active role in the filming and editing of end-of-kit performances, student-created raps etc.
- Students develop a level of comfort and confidence with the new language so that they can enrich their personal lives

‘Cultures’ and the AIM

Cultural awareness is developed through the AIM Balanced Literacy series and Cultural Literacy Packs. Students come to understand the philosophical perspectives, practices and products of the cultures studied.

- The AIM’s multimodal approach extends into the Cultural Literacy packs
- Authentic materials, songs, dances, folklore, festivals, geography and personal stories raise awareness and appreciation of the target culture
- The love of the language naturally grows as it becomes part of the student – who he is and how he communicates with others

There are times when students view the written word in AIM texts, where the teacher may highlight aspects of culture. In AIM French and Spanish programs, these may include:

- Double question marks and exclamation marks in Spanish (¿ ?/ ¡ !)- contrast with English (?/!)
- Quotation marks in French (« ») – contrast with English (“ ”)
- Placement of punctuation – space before question and exclamation marks in French
- Numbers – 2 000, 250 \$, 4,5 %
- Time – 24 hour clock
- Capitalizations of titles – Marco, el mago/Mark the Magician, Les trois petits cochons/The Three Little Pigs
- Accents and how they change the sound of words in French, but not in English

Multiple Intelligences

At every stage of the program, this approach meets the needs of students, based on Howard Gardner's Theory of Multiple Intelligences.



Verbal-linguistic

Students with strong verbal-linguistic intelligence will benefit because they will:

- hear only Spanish work spoken by all during entire class time;
- see words in the text/posters/language-manipulation activities;
- speak exclusively in Spanish (guided TLSE/spontaneous (directed/undirected));
- read the text for memorization and performance;
- read and complete in writing language-manipulation activities;
- write creatively (e.g. retelling extensions, journal writing, poetry);
- engage in cooperative storytelling;
- develop awareness of and ability to evaluate applied grammatical elements through cooperative storytelling, error analysis, peer and/or language analysis, individual self-correction.

Math-logic

Students with strong math-logic intelligence will benefit because they will:

- look for and identify patterns orally within the language system;
- be taught verbs based on the basis of linguistic regularities;
- review these patterns in targeted gesture activities as well as applied grammar work e.g. double verb constructions, past tense forms, spellings

Spatial

Students with strong spatial intelligence will benefit because they will:

- use gestures to visually represent words;
- visualize syntax as the teacher gestures (TLSE, plays, questions);
- visualize grammatical elements (gender, verb endings (infinitive, plural), past tense (form/function), gender, plurality/singularity);
- sequence events in the story using a graphic organizer;
- represent visually events that did or did not happen in the story by drawing;
- read the text supported visually by images;
- use puppets to convey meaning;
- use costumes and props to support meaning in gesture/play.

Kinesthetic

Students with strong kinesthetic intelligence will benefit, because they will:

- kinesthetically acquire vocabulary by physically representing each word with a gesture;
- kinesthetically acquire syntax by physically gesturing complete thoughts with correct word order;
- kinesthetically internalize grammatical elements when physically representing gender, plurality/singularity, verb endings (infinitive, plural forms), past tense (form and function) with a gesture;
- act out physically and dramatize play;
- dance and move rhythmically to song;
- act spontaneously with puppets to extend, retell or create stories.

Musical

Students with strong musical intelligence will benefit because they will:

- sing a song that is integrated (in content and linguistically) with a story unit;
- move to the rhythm of the song by clapping and dancing and/or gesturing;
- acquire vocabulary and grammatical refinements; through gesture work as it is presented rhythmically by the teacher (beat gestures, clustering).



Interpersonal

Students with strong Interpersonal intelligence will benefit because they will:



- work cooperatively with the class to write stories and to analyze content and form;
- work with a partner or small group to practise gestures, questions, play games;
- work with a partner to engage in oral and written story retelling and extension;
- work with a small group to organize, rehearse and perform play and dance; work with a small group to create and then perform for others a story based on creative improvisational work;

- work as a class team to support and enhance the acquisition of grammatical refinement group point system).

Intrapersonal

Students with strong intrapersonal intelligence will benefit because they will:

- read and view on DVD independently to memorize the text and the song;
- work alone to complete language-manipulation activities;
- self-evaluate at the end of each unit;
- self-monitor the use of Spanish in class on a daily basis;
- make detailed entries in personal journal on a weekly basis;

- practise the gestures independently;
- 'get inside' a character and express his/her feelings and emotions when writing 'in role';
- act out physically and dramatize play;
- dance and move rhythmically to song;
- act spontaneously with puppets to extend, retell or create stories.

Naturalist

Students with strong naturalist intelligence will benefit because they will:

- discuss and analyze issues pertaining to nature and our environment in the stories;
- learn about aspects of nature as they appear in the plays.



BLOOM'S TAXONOMY

Thinking skills developed through the AIM

Knowledge

Word/meaning connection through gestures, memorization of text, guided language manipulation.

Comprehension

Distinguish between words and their meanings, manipulate vocabulary to convey meaning, describe events in stories, summarize (retell) stories, differentiate among verb forms, understand and contrast aspects of stories, discuss story content.

Application

Apply new vocabulary to retell known story, change vocabulary in a story to demonstrate ability to paraphrase, apply knowledge of story to extend a story, apply knowledge of verb forms, adjective agreements and other grammatical refinements in oral and creative written work.

Analysis

Analyze the components of a good story, explain the use of certain literary techniques and compare with others (e.g. use of humour, point of view), analyze language forms and explain their application in context.

Synthesis

Integrate knowledge of new vocabulary into stories created, combine characters, plots and settings from previous stories into new ones, predict outcomes (invent a new story based on the old) substitute vocabulary in the original text with new vocabulary to embellish a story (make it 'better').

Evaluation

Measure use of Spanish and compare with previous months; provide feedback on peers' dramatic performances, written stories, creative improvisational work based on established criteria; listen for errors in peers' oral language and identify and explain; explain and convince others of the merits of their own creative work (creative and grammatical) based on criteria

KEY ELEMENTS OF THE AIM

PDL - Pared Down Language

- Scope, reliability and frequency (Hulstijn, 1995)
- Builds holoarchically - integration of gestured vocabulary within and across units - aware of exactly what students know
- Emphasis on verbs
- Third-person singular form of verbs (regularized stem) taught initially for reliability: *la clase, todo el mundo* before *nosotos* (Clark, 1985; O'Connor DiVito, 1991)
- High frequency opposites - *da/toma, abre/cierra, va/viene...*
- Gestured word associations - what/where/when/why/who (e.g. *pone...el sombrero, el abrigo, la tarjeta en el bolsillo...*)
- Thematic vocabulary in association with gestured verb — (e.g. *lee...la palabra, el libro, la oración...*)
- Wide-scope nouns taught first (Hulestjn, 1995)
- *agua* before *lago, mar, estanque, rio, marino*
- Plurality, gender



Story, Theatre, Drama, Music

- Contextualization is essential to the development of word concept (Vadim-Deglin, 1993)
- Memorized text is '*point de départ*' for scaffolded language-manipulation activities and creative writing
- Students learn much more than the language alone (character and plot development, oral storytelling, dramatic arts, improvisation)
- Many opportunities for partner, group work, cooperative learning/positive interdependence (Ben-net, Rolheiser, Stevahn, 1991)
- Comprehensible input (Krashen)
- Music dance — students acquire vocabulary kinesthetically and rhythmically, develop awareness of rhyme in the L2
- Multiple Intelligences, learning styles, thinking skills
- Sustained speech development

The Gesture Approach

- kinesthetically, auditorially and visually presents vocabulary, syntax and grammatical refinements
- non-verbal communication promotes receptivity toward subject matter, students view teacher very positively (Bancroft, 1997)
- gesture was a precursor to development of vocal
- expression (Pribram, 1993) is natural, concrete not arbitrary
- enhances memory retention and recall of vocabulary (Globe and Mail, 2001)



- ensures production — never use a word students cannot produce (each exposure embeds word further)
- studies (Willows (1999), Kunisawa (2000), Daniels (1983), Brown, (1990), Wilson and Hoyer (1985)) confirm the use of hand signs in language instruction increases attention, focus, language skills, retention of vocabulary, active participation, confidence and enthusiasm, motivation, listening skills, and the ability to follow instructions (over time).
- gestures are received in visuospatial manner by right hemisphere and processed by the left hemisphere of the brain. Communication is delivered in visual, aural and physical mode and this multisensory stimulation creates multiple imprint in the learner's memory — thus offering a much richer language base.

Scaffolded language-manipulation activities

- highly context embedded
- modelled orally, then written
- provide foundation for activities that follow
- comprehensible input plus 1 (Krashen)
- storytelling develops higher order thinking skills
- activities are repeated, phased out and new ones added (gradual change ensures confidence and increases success)
- all activities are fully integrated (in content and linguistically)

Pleasant repetition

Non-verbal communication (Bancroft)

Emphasis on production - complete thought responses (Swain, comprehensible output)

Model-based approach

Every aspect builds holarchically within and across units

Gradual release of responsibility

GLOSSARY OF TERMS

Critical Fluency — a level of fluency where students have internalized a basic vocabulary, and an ability to manipulate this vocabulary spontaneously, whereby they can communicate most needs, requests and ideas at a basic level.

Gesture Association — associations are the gestured words of the PDL that appear together with high frequency, and should therefore be readily available to the students in order for them to easily form phrases and complete thoughts in the language.

Gestural Mirroring — the teacher mirrors with a gesture, the words that the student wishes to say in Spanish. The student watches the teacher's gestures and produces the corresponding words.

Initial Sound/Silent Cueing — teacher gives orally only the initial consonant sound or first syllable of the word that corresponds with the gesture s/he is using. The goal is to be able to gesture in silence without needing to provide any cues at all for the students.

IPG Work — Independent/Partner/Group (IPG) work is a term used to identify the 10-minute block of time in which students are not engaged in teacher-led activities.

Language-manipulation activities — oral or written scaffolded activities that are specifically designed to help students develop a fluency or ability to sequence individual words with correct syntax, to create a meaningful complete thought utterance.

PDL — Pared Down Language — high-frequency, functional vocabulary, developed through action research and based on research studies.

Total Questions — question that has the answer contained within the question itself.

Partial Questions — question that does NOT contain the answer within. It is more difficult to answer than a total question. Partial questions begin with either *quién, cómo, porque, cuántos/as cuándo, dónde, cuál(es), qué*.

Regularized Stem — verb form that is initially taught to the students. Orally, it is the third-person singular form. It is the verb form with the widest scope of applicability to pronoun subjects.

Sandwiching Technique — used on rare occasions if the teacher feels the gesture is not understood by the students, despite attempts to teach it within context-embedded situations. You say the target word first in Spanish, then quickly in English, and again in Spanish, then request that the students immediately repeat the Spanish word and gesture.

Scaffolded Activities — students are presented with simple activities initially and as they progress from one activity to the next, each one builds on the previous one and becomes increasingly more challenging.

Choral Language — students are expected to watch the teacher as s/he gestures, and produce the words associated with these gestures as a whole class.

TLSE - Teacher-Led Self-Expression — technique used by the teacher during teacher-led activities where the teacher communicates exclusively through gesture with the students as a whole group.

“LAS TARJETAS” SYSTEM

- Positive reinforcement
- Connect with students
- Ongoing student self-monitoring
- Raises awareness/establishes expectations of exclusive use of Spanish

Group point system

- Groups rotate every four to six weeks
- Points for reinforcement of active participation, helping others, peer correction, games
- Helps you connect with students
- Students identify tally regularly — number identification ability improves weekly
- Reward at final tally

Activity Content

- Play rehearsal
- Gesture/association teaching
- Gesture/association review
- Scaffolded language-manipulation activities
- Questions based on the play
- Teacher-Led Self-Expression
- Music/dance
- Spontaneous communication
- Games
- Oral storytelling (retelling and extension)
- Oral/Written storytelling (retelling)
- Cultural activity
- Personal journal writing
- Open-ended creative storytelling
- Refinements (focus on grammar in context - oral and written)
- Play/dance presentation
- Portfolio preparation for presentation
- Evaluation (self/peer/parent)
- La lectura en acción



¡JÓVENES EN ACCIÓN!

Program Program

- essential to understanding how the program works
- teacher testimonials
- links to Ministry Guidelines
- student outcomes based on the Multidimensional Curriculum, Multiple Intelligence Theory, Bloom's Taxonomy and Learning Styles
- glossary of terms
- key elements of the program
- resources
- guiding principles for the success of the *¡jóvenes en acción!* program
- Unit titles, activities, recommendations for timing and sequence
- how to modify the program according to time allotments, split grades
- language taught in story units
- classroom systems, routines, management and organization
- strategies for effective implementation of the program
- evaluation and assessment, correcting student work
- research to support the implementation of *¡jóvenes en acción!*

Whole-Class Activities Book

- description of student outcomes based on the Multidimensional Curriculum and Multiple Intelligences theory and thinking skills
- classroom systems and linguistic routines
- detailed guide with daily plans for each unit
- glossary of terms
- how to adapt the program according to time variances
- master calendar outlining recommended activities each day for the unit
- evaluation blackline masters (self, teacher, peer, parent)
- sample letters to parents
- play in booklet format with images
- song lyrics
- game cards
- vocabulary list of the PDL covered in each unit

Partner/Group Activities Book

- gestured words learned from PDL levels for that unit from video

- a wide variety of activities that may be used in partner or individual work, depending on the level of the unit
- play in booklet format with images
- scaffolded language-manipulation activities
- 100 questions based on the story
- creative storytelling activities, if appropriate to level
- puppets
- words to accompanying song

Student language reference book

- *Mi libro de palabras*, a language reference booklet containing the PDL in alphabetical order, with space for additional personalized entries, to be introduced in year two of the program

VISUAL RESOURCES for teacher and student reference

- play with colour images in large print (“Big Book” style)
- *inglés, español* cards for entry routines
- image cards relating to words introduced in each unit to support vocabulary acquisition through pointing gestures
- PDL in order of presentation to students
- song lyrics
- *el calendario* (days, months, year, seasons) The calendar is accompanied by a sheet of number cards (1 — 31) , for each day of the month, as well as month cards and year cards. These should be cut out and laminated, and attached either with tape, or tacks to the laminated calendar or, if a slit is cut at the top of each square for the days of the month on the calendar, you may use a paper clip to attach the numbered card to its appropriate square on any given month.
- *los colores*
- *la familia*
- *los números 1 à 1,000,000*
- *el alfabeto*
- posters to assist with grammatical refinements including:



CDs

- containing the songs in each kit, plus instrumental version of those songs for performances, if desired, oral assessment activities are also included

Games

- cards and activities in game format to accompany each kit

Drama Resources

- paper puppets, found in student book

DVDs

- DVDs, containing some or all of the following :
 - Gesture Approach vocabulary from the PDL, one level from each of levels one to nine;
 - the play gestured;
 - the play performed by students with costumes and props for each unit;
 - accompanying, songs, rapes and dances for each kit
 - Introductory DVD
 - What is the AIM? DVD



DAILY LESSON TEMPLATE SUGGESTIONS

Please see the inside cover of this book for the first set of daily template suggestions.

Customizing the program to meet teacher and student needs through formative planning

- If you don't complete an activity intended for a certain day, make sure that the vocabulary and concepts reappear another day in any of the different activities!
- Repeat activities and routines. Please do the linguistic routines (entry and leaving routines, all partner/group work and other linguistic routines) consistently, as these assist students in acquiring very important language patterns, vocabulary and confidence.
- Add more gesture reviews—oral or written, (in game or other format).
- Add more play rehearsals, whether you read, say or gesture the play—whatever you feel your students would benefit from most!
- Ask more questions and repeat the same questions, if the students need more practice.
- Do more dance and song rehearsals, especially if this aspect of the program is motivational and fun for the students!
- Use the scripted teacher-talk (TLSE) that is provided for you to gesture for the students as a guide. The script provided ensures that you see how certain important high-frequency vocabulary and structures recur in a variety of contexts for acquisition. It also illustrates how you may bridge for the students the simple word-gesture association of gesture reviews into more sustained speech production, which leads to successful fluency building and independent spontaneous language use. The more practice you have with this model, the more familiar you will be with the strategies and techniques and philosophy.
- Add to the scripted teacher-talk to personalize your use of TLSE with the students!
- Count cards at intervals that suit you. The recommended interval between card-counting ranges from seven to 14 hours of instruction. Once you have established the system, fewer than seven or more than 11- to 14-hour intervals between the final tallies of cards are not recommended.
- Take as much time as you feel necessary to engage in whole-class story retellings and extensions with the students, oral storytelling in partners or written storytelling in partners (in partner/group work time). You may spend four to six hours of teacher-led instruction time, one ten-minute block or more per day.

Be sure to add to the teacher script! What is provided for you is the absolute minimum TLSE recommended. Whenever you find moments for spontaneous interactions with your students, seize those opportunities, even if you end up spending half your class time (or more!) some days communicating spontaneously through TLSE with your students.

- Add more partner/group work time. If your students take more time than you planned to complete the written work, extend the kit by filling in the days with more whole-class activities (gesture reviews, play/dance rehearsals, games) and at the end of each day, add the ten- to 20-minute partner/group work time. As long as students are communicating exclusively in Spanish, language acquisition will occur!
- Spend additional time on targeted gesture refinements so that students comprehend grammatical concepts, both on a basic level, such as what a double verb construction sounds like (e.g. ¿Se dice: “Debe hace” o “Debe hacer”?) or more advanced concepts, like the change in the reflexive pronoun (e.g. ¿Se dice: “Yo se levanto” o “Yo me levanto”?). By providing alternatives as in the examples above, you raise the awareness of these concepts for students and thereby assist them to self-correct in the future. Spending additional time on these concepts as the need for it occurs in spontaneous errors the students make, is a valuable use of classroom teaching time and cannot be scripted in the program, as it does occur spontaneously!

Important questions to consider as your formative planning occurs in this in-process approach:

- Have your students learned everything that you have taught? If you feel that your students would benefit from more exposure and review of any aspect of the kit (oral or kinesthetic gesture/gesture association reviews, whole-class play rehearsal, questions, song/dance rehearsal), then repeat any of the previously introduced activities as outlined in this *Whole-Class Activities Book*, or create your own gesture reviews using the posters provided. Covering only two kits per 100 hours of instruction is recommended, as this in-depth learning is essential for the development of a strong foundation in the program. Rushing to complete a kit is not the goal of this approach!
- Do your students need more time to complete the structured language-manipulation activities? If your students work more slowly on written work, then provide extra time. If you increase the number of partner/group work segments, simply add more teacher-led activities by repeating previously introduced whole-class activities or design your own, based on the philosophy of the program.
- Are your students enjoying the storytelling component of the program to the point that you want to give them more partner/group work time over many classes to write each of their stories? This creative component is often highly motivational for students, so allow the time needed for students to produce the longest piece of written work possible! Success and pride in their work at early stages of the program will mean a high level of excitement and motivation as they progress through the kits.



SAMPLE DAILY ALTERNATE LESSON TEMPLATE WITH DETAILED DESCRIPTIONS OF COMPONENTS

Please see the inside cover of this book for the first set of daily template suggestions.

Template for 30-minute lesson:

Entry routine	2 minutes
Whole-class work	18 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work	8 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	2 minutes

Template for 40-minute lesson:

Entry routine	3 minutes
Whole-class work	22 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work	12 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	3 minutes

Alternate 30-minute templates:

Entry routine	2 minutes
Whole-class work	9 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work (play rehearsal)	8 minutes
Partner/group work (written)	9 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	2 minutes

Alternate 40-minute templates:

Entry routine	3 minutes
Whole-class work	12 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work (play rehearsal)	11 minutes
Partner/group work (written)	11 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	3 minutes

Entry routine	2 minutes
Whole-class work	9 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work (written, especially creative story writing)	17 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	2 minutes

Entry routine	3 minutes
Whole-class work	12 minutes
START OF PARTNER/GROUP WORK ROUTINE	
Partner/group work (written, especially creative story writing)	22 minutes
END OF PARTNER/GROUP WORK ROUTINE	
Leaving routine	3 minutes

TEN KEY AIM STRATEGIES

The following strategies are the result of years of consultation with teachers piloting the AIM programs.

1. Make sure that students speak exclusively in Spanish!

One of the most important tenets of the AIM program is that every classroom interaction is in the target language. If you hear a student speaking in her/his first language, stop the class and by gesturing, have the class help that student. This is an excellent opportunity for language teaching, learning and practice.

2. Ensure variety! This language-learning program is based on drama, music, gestures, dance and creative writing.

Change whole-class activities every ten minutes so that you rotate through these content areas. Studies show that students will lose focus and motivation if you change activities. Changing activities ensures variety and makes the class fast-paced and exciting, and ensures maximum acquisition of the target language. Students will react to your excitement and belief in how the AIM develops their fluency.

3. Increase time allotted for partner/group work and make it a priority as you progress through the program!

Partner/group work is of the utmost importance for the development of fluency in this program and must not be compromised. Devote at least 30% of class time during the first 100 hours of instruction, and 50% to 80% of class time from then on to partner/group work time. Relax control over the language production in whole-class activities and allot more time to spontaneous interactions and application of new vocabulary and structures through creative work with the language. Encourage constant interaction among students! Never allow silence in the classroom.

4. Gesture for the students to speak so that there is constant oral language practice during whole-class activities.

The whole class speaks chorally with you when you gesture for them to speak, except during storytelling activities. Students should be speaking chorally at the following times: when you gesture, when they rehearse the play, practice songs/raps and dances, when asking and answering questions, and when actively participating in whole-class games. Do not gesture and/or talk while students are silent.

It is you who does the gesturing most of the time, not your students. Students gesture only the first few times a word is introduced and during kinesthetic reviews. Speaking and gesturing complete thoughts is too challenging for some students and may deter fluency; however never prevent a student who wishes to gesture from doing so.

5. Ensure pleasant repetition and maximum practice with the Pared-Down Language (PDL)!

Use the PDL (high-frequency, functional vocabulary) so that students gain early access to fluency. Pleasant repetition of this same high-frequency vocabulary occurs in all interactions. This allows ongoing reinforcement of important words in many contexts such as gesture reviews, Teacher-Led Self-Expression (TLSE), questions, play rehearsal, songs and games. Maximize production and check for comprehension by insisting that students communicate consistently in complete thoughts. Use *esto es una/un/la/el...*, not inversion, to ensure consistency (subject/verb/object) and use total questions to avoid *sí/no* responses. When a student makes an error, give two options, one with the error and one with the correct form. Question

students to ensure comprehension on an ongoing basis, and use each gesture to develop students' comprehension and oral language production. Students must always be identifying the gestures for a communicative purpose!

6. Teach grammar inductively.

Seize every student error as a teaching opportunity, especially when it fosters the AIM's inductive approach to learning grammar. Use the in-process approach, the error-analysis techniques and *las reglas con rap* to ensure that students pass through the different stages of grammatical awareness as outlined by the AIM. Students must learn to feel what sounds right through constant teacher feedback to avoid fossilization of incorrect forms.

7. Use suggested verbal and nonverbal communication techniques to ensure connection with students.

Use the nonverbal communication techniques described in the program. Praise students for every positive action and utterance, as long as it is sincere and behavior-specific. Tell students precisely what they are doing well, as studies show that general comments are less effective. Use emotional cues to support the meaning of key vocabulary and use this vocabulary in context. Use humor constantly to connect with the students and increase motivation and success. Connect with your students and learn about and appreciate their different personalities and learning styles.



8. Encourage peer support and interaction—students take responsibility!

Encourage students to help each other when interacting spontaneously in large groups, small groups and one-on-one. Peer assistance, peer tutoring and cooperative learning are essential to the AIM. Students must take responsibility for their learning and fluency development. If they know the answer to a question, never gesture it for them. Constantly invite students to demonstrate what they know!

9. Help achieve mastery for your students by spending the recommended time on the kit.

Each kit must last a substantial amount of time (50 hours). Most students should be as close to mastery as possible so that, in the next kit, they are prepared to build upon the knowledge and skills gained in a scaffolded, holarchical manner.

10. Be flexible, be creative and customize—this is an in-process, adaptable approach!

Modify your vocabulary and speed of speech to meet the needs of each class, depending on students' ability levels and experience with the AIM. Use only words that students can identify through gesture. Timing is important—gesture slightly ahead of your students as they speak. Personalize your lessons and be creative with your gestured vocabulary. Make at least 50% of gestured and non-gestured interactions spontaneous. Students learn best when they feel connected with new words in meaningful contexts.



BRAIN-BASED RESEARCH TO SUPPORT ¡JÓVENES EN ACCIÓN!

Why the Gesture Approach in *¡Jóvenes en acción!* has such a positive effect on language acquisition

Almost every technique and strategy used in *¡Jóvenes en acción!* to accelerate language development is supported by current research on the brain and how students learn effectively. The use of gesture in language development dates back to the very beginning of human communication. Corballis (2002), a psychologist at the University of Auckland, supports an idea known among language experts as “gestural theory”:

The common ancestor of five or six million years ago would have been...able to make voluntary movements of the hands and face that could at least serve as a platform upon which to build a language. Grammatical language may well have begun to emerge around two million years ago but would at first have been primarily gestural...

Corballis proposes that our ancestors made the switch from gestures to speech around 50,000 years ago—a short time in evolutionary terms.

Dale Willows (2002) conducted research on *Jolly Phonics*, a language program that uses hand signs to help students learn to read. Results indicate that the program is very effective.

Other research shows that, with the use of imitated gesture, proficiency skyrocketed in weak English language background students learning Japanese. Low-achieving academic students who could not learn Japanese easily through a grammar-based approach, were able to acquire Japanese language proficiency almost equivalent to that of the previous year’s high academic students through the use of an approach that used hand gestures. This indicates that the use of gesture allows us to reach all students!

Daniels (1994) found that there was early and accelerated language development when hearing children of deaf parents sign and use English simultaneously. The children learned language earlier and faster than normal and had no problem with code switching. From numerous studies conducted in classes where sign was used to enhance first language development, researchers have determined that the addition of sign language instruction can produce a dramatic increase in students’ vocabulary. General language abilities, both receptive and expressive, and use of adverbs and adjectives also increased. In some studies this increase was maintained throughout the following year in the absence of any further use of sign instruction. There were other positive advantages to the use of sign in language instruction. The students:

- expressed added pleasure in communicating;
- were less reticent and more enthusiastic about participating in communication activities;
- were better able to focus their attention;
- were better listeners;
- were good at following instructions.

It is very likely that improving these communication skills will carry over into other areas of the curriculum. We may conclude, therefore, that learning language in two modalities or more does not interfere with semantic development; rather, it appears to enhance it.

As Daniels states:

Sign is received in a visuospatial manner by the right hemisphere of the brain and subsequently processed by the left hemisphere. The eyes experience concurrently the communication in visual, aural and physical modes.

The combination of signals creates the probability of a multiple imprint on the learner's memory. In tandem, sign language and [the foreign language] offer a much richer language base.

Hoemann and Koenig (1990) offer another explanation for the use of sign and language acquisition and lack of decay over time.

Languages are categorically coded in separate memory stores. This holds true even in the early stages of acquiring a second language. Therefore, the sign language students learn is presumably stored in a different memory store than [the first language], giving them two independent language sources for search and recall.

By using the gestures in *¡Jóvenes en acción!* students become active participants in learning. They enjoy using visual symbols to represent words and sentences. Sign provides an additional sensory channel, thus creating a richer language base where the message is represented visually, kinesthetically and orally.

Students in this program find language learning easier. This is supported by research indicating that signs are understood more easily than spoken words; using signs allows a student to “feel” the language. It teaches them location and position within space (syntax) in a kinetic form. Researchers have also found that there is almost no memory decay when language is taught using signs. This explains why, even after the long summer holiday, AIM teachers are happy to find that very little review, if any, is needed!

Neuroimaging studies show that some brain areas overlap with imitated gesture, language process and production. When students gesture, they stimulate those areas of the right brain related to nonverbal memory and syntax, particularly Broca's area, which processes syntax and activates significantly with imitated gesture.

The effects of nonverbal communication and sincere, positive reinforcement

The *¡Jóvenes en acción!* program requires that in order to provide an optimal learning atmosphere, the teacher should not only use the techniques and content provided but should also follow the recommendations with respect to connecting with students using nonverbal communication.

The *Whole-Class Activities Books* also recommend the use of sincere praise recognizing specific examples of student effort or achievement. Research indicates that a significant improvement in students' achievement can arise simply from sincere positive reinforcement at crucial moments (Marzano, Pickering and Pollock, 2001).

Why the ten-minute whole-class activity blocks work to enhance learning

The whole-class activities are designed to be ten-minute blocks and should last no longer than this. Studies show that this crucial segment of time helps to maximize students' learning (Marzano, Pickering and Pollock, 2001).

The effects of peer evaluation, error analysis and emphasis on small-group and partner/cooperative learning activities

Researchers Calvé (1993), Jenson (1996) and Bloom (1956) noted that if students take an active role in their learning and apply their skills in cooperative work with peers, language acquisition will be enhanced. Calvé also supports the importance of the Spanish-only rule, the most important element in *¡Jóvenes en acción!* The partner/group activities, conducted only in Spanish, form an integral part of the program in which the transfer of language to spontaneous

fluency occurs. It is during partner/group work that students have the numerous opportunities needed to apply the language skills taught and reviewed by the teacher. However, even in blocks dedicated to whole-class activities, students actively produce vocabulary in meaningful interactions.

Jóvenes en acción! students take a role in peer evaluation during end-of-kit performances and as they progress through the program. This means constantly monitoring the speech of others and listening for oral errors in order to effectively analyze and correct them, thereby reinforcing their own knowledge and refining the skills of others. Once fluency reaches a certain level, students learn to work together to analyze written errors in a similar, applied manner during both partner/group and whole-class activities targeted for this purpose.

Why word associations are important for language acquisition

The work with word association is important in this program. Teachers learn how to introduce words that often appear together and how to review them in gesture-related activities. This process gives students easy access to these words when they speak or write spontaneously and has proven to be an invaluable means to fluency development. It works in much the same way as the notion of sentence stems (Wiggins and McTighe, 1999) that has been used to help teach foreign languages.

In *Jóvenes en acción!* students learn the word associations and, with the addition of new words from one kit to the next, the possibilities for associations increase. As fluency develops, this activity becomes a fun and motivating, fast-paced brainstorming session with students trying to find as many associations as possible for the original base word, usually a verb.

Why drama, movement and dance are effective language learning tools

One study (Elman *et al.*, 1997) found a possible link between word comprehension and the right hemisphere of the brain. They found that, in order to successfully...

...understand the meaning of a new word, children have to integrate information from many different sources. These sources include acoustic input, but they also include visual information, memories of the immediately preceding context, emotions.

Jóvenes en acción! provides that variety through gesture, drama, music and, initially, emphasis on meaning over analysis.

Research indicates that there is right hemisphere involvement in early language learning, but less in later learning, making it very important for second language programs to proceed from right hemisphere-oriented teaching/learning activities (in *Jóvenes en acción!*, the use of gestures, story and drama/dance activities) to those that are left hemisphere-oriented (focus on grammar and language analysis, as students progress through *Jóvenes en acción!*).

Different areas of the brain, although specialized, interact together as a whole brain. The flow of neural activity is not only from simple to complex but also the reverse. Stern recognized this in his description of the way form-focused language teaching focused on the parts of speech and grammar concepts before fluency was developed in the Humpty Dumpty Effect (Stern, 1983). He found this method of teaching to be detrimental to language acquisition. Unfortunately, many secondary teachers continue to present their curriculum in this manner.

As Genessee states:

Effective teaching should include a focus on both parts and wholes... Teaching (and learning) can proceed from the bottom up (simple to complex) and from the top down (complex to simple). Complex circuits can be activated at the same time as simple circuits, because the brain is receiving input from multiple external sources—auditory, visual, spatial, motor...

Simultaneous activation of circuits in different areas of the brain is called parallel processing.

¡Jóvenes en acción! does exactly this in order to accelerate the acquisition of vocabulary. Students learn the individual words and their gestures (the parts/simple) and review those same words in a variety of different ways as they appear in the context of full-length stories, language-manipulation activities, TLSE, songs, storytelling activities (the whole/complex) and spontaneous interactions.

This multisensory approach to teaching makes sure that the student's brain receives information from a variety of sources—auditory, visual, spatial, and motor.

¡Jóvenes en acción! is designed to maximize students' learning, in accordance with brain-based research, by:

- including a focus on both parts (working with story) and wholes (targeted gesture);
- making sure that teaching and learning proceeds from the bottom up (simple to complex) and from the top down (complex to simple) with a constant flow back and forth between isolated gesture work and work with the same vocabulary in context.

Possibilities for adaptation and remediation: Easier activities remain throughout the workbooks for students who will benefit from the continued scaffolding that these activities provide, especially those needing additional review or entering the program late.



***When is each activity introduced in
Histoires en action!?***



END-OF-YEAR UNIT

El teatro café

At the end of each year, you may also wish to incorporate all work done throughout the year in a culminating celebration called a *Teatro café*, to which parents, other family members, friends and any other interested adults are invited to attend.

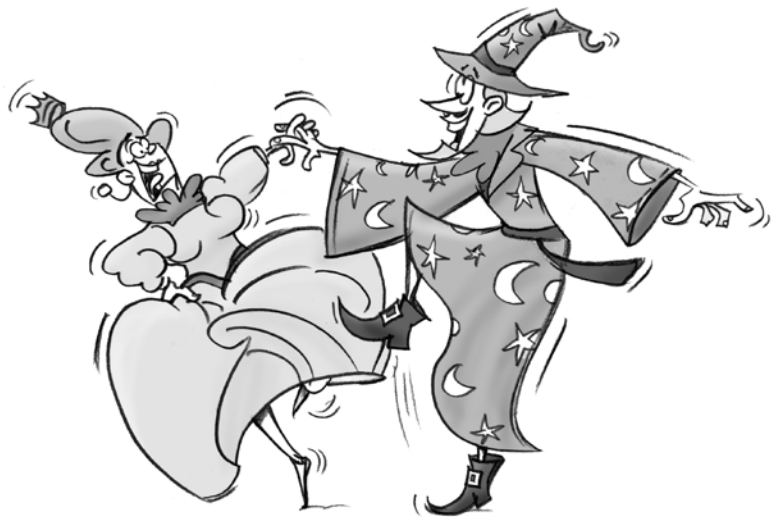
This mini-unit, which is designed to complete the Spanish curriculum if you have a few weeks left over at the end of the school year, has been developed to allow for:

- review of the work of the past year (play games, review gestures);
- time for students to share creative stories that they have written with each other;
- completion or extension of stories, if desired;
- preparation of an in-school performance to family and friends by the whole class.

It is an event that has proved to be very successful in schools that have implemented it, and is optional but highly recommended.

How to organize the *teatro café*

- This program has a variety of performance-based components which lend themselves naturally to presentations for an audience. Until now, this audience has consisted of parents and other family members (the portfolio presentation at home), peers in the Spanish class and other classes (the play and dance presentation at school).
- At this event, students have the opportunity to demonstrate in a variety of ways what they have learned throughout the entire year. Depending on how you organize the event and whether food and drinks are served, the end-of-year presentation (*Teatro café*) may last between 30 minutes and one hour. You may choose to do this with one class or more.
- It will probably be necessary to cancel some of your classes during the week of the *Teatro café* presentations. However, to compensate for any cancelled classes, each homeroom teacher will have an extended prep time during which the preparation for performance and performance take place. Most teachers are very understanding and realize the importance of this type of presentation for home-school relations, student self-confidence and motivation, development of self-esteem and a positive attitude toward the Spanish program and toward school in general.



The positive feedback that students receive from parents who have viewed these presentations has certainly proven how much this can affect the pride students take in the hard work that they have done over the year, and in their accomplishments.

- An invitation should be sent home a couple of weeks before the performance, to tell parents that their child should be rehearsing at home in preparation for the *teatro café*, and requesting them to let you know the total number of family members and friends who will be attending, so that you are prepared with the correct number of chairs (and refreshments if you wish to have the *café* component as well).
- Many teachers who have organized a *teatro café* have held it in the classroom where they teach Spanish. If you have your own classroom, the arrangement and decoration of the room during the time that you hold this event is easy. The *teatro café* has also been very successfully presented in the students' homeroom when this is the Spanish classroom. A multipurpose room or an assembly hall are other options.

Possibilities for the end-of-year performance and preparatory activities

Each of the plays learned in a year is presented. Select students to be part of one of the play groups. Some students will have lead roles in each play, portraying a character in costume. All the remaining students may act collectively as the narrator.

- Designate students who also have the role of narrator to introduce play groups and actors, and others to give a brief synopsis of the play in Spanish prior to the actual acting out of the story by the costumed actors. Each synopsis will demonstrate to the parents the ability of different students to engage in story retelling, one of the skills learned in unit two. Select other students to thank the audience for their attention, at the end of the presentation, and explain that students will share their written work. The students who have been selected for these responsibilities should rehearse their presentations during the time that the play groups are preparing for their play presentations.
- No English should be used during any part of the performance, except possibly a short welcome by you (which often results in gasps from the students and comments like: *Señor/Señora* (your name)! *¡Usted habla en inglés!*, *¡Usted debe hablar en español!*)
- You could demonstrate to the audience how you conduct the class through gesturing techniques, by having the whole class identify your gestures and spontaneously describe some or every component of the program to the audience. This unique teaching technique (TLSE) would be very interesting for the parents to experience first hand! For example, you might gesture and the class would say to the audience:



- *Bonjour et bienvenue à tous les parents et aux amis de la (e.g. quatrième) année. Aujourd'hui, on va présenter deux pièces et on va chanter et danser deux fois aussi. On espère que tout le monde va s'amuser beaucoup! La première pièce s'appelle 'Les trois petits cochons'. Dans cette histoire, il y a trois cochons et chaque cochon fait une maison, etc.*
- You could even have fun taking a few minutes to have the students teach the audience a few gestures — they would undoubtedly enjoy demonstrating this as a group!
- Alternatively, combine the suggestions, and do some whole-class choral speaking to the audience as you gesture, and have some individual students come to the front and demonstrate a story retelling.
- Have students read some of the retellings and extensions as written cooperatively with the whole class, to show the parents how creative the class is in Spanish and what capable writers, readers and speakers they are!

For the *teatro café* performance, parents could sit at the seats around the desks or tables in the classroom. Students from the class presenting that day sit on the floor, in costume, facing the “stage” area, watching the performances and coming up to perform when it is their turn, then returning to their place on the floor after their performance of the play or dance.

The following is a recommended sequence for the *teatro café*:

- You welcome everybody in English.
- Students introduce the overall presentation.
- One or two strong students (or the whole class as you gesture) introduces the first play as a story retelling.
- The group performing the play *Marco el mago* presents with the remainder of the class as narrators.
- Either the whole class (led by your gestures), two students selected for this role, or the narrators of the particular group introduce the actors and their roles.
- While the play group that has just presented *Marco el mago* remains at the front, narrators are invited to stand behind them.
- A group or the whole class performs the song and dance *Marco el mago*, if choreography was one of your activities.
- The whole class sits down.
- Students introduce the second play, *¡Hola mis amigos!*, and story retelling.
- The group performing the play is invited to the front to present the play.
- Students introduce the actors and their roles (before or after the play).
- While the play group that has just presented *¡Hola mis amigos!* remains at the front, the narrators are invited to come up to the “stage” area and stand behind them. The whole class performs the song and dance, *¡Hola mis amigos!*
- The whole class sits down.

The following is a possible script that you could provide for the students who are introducing each aspect of the *teatro café*. It could also be used for your reference if you decide to gesture to the students:

- *Bonjour et bienvenue à tous les parents et aux amis de la (e.g. quatrième) année! Aujourd'hui, on va présenter deux pièces et on va chanter et danser deux fois aussi. On espère que tout le monde va s'amuser beaucoup! La première pièce s'appelle 'Les trois petits cochons'. (Name of student doing story retelling) va raconter l'histoire avec des mots différents pour tout le monde.*

Student(s) does (do) a story retelling.

- *Merci beaucoup, (name of student)! C'était fantastique!*
- *Maintenant, un groupe présente la pièce 'Les trois petits cochons'.*

The group presents.

- *Excellente présentation! Maintenant, on va présenter les acteurs. Voici (name of student). Il/Elle est le premier petit cochon. Voici (name of student). Il/Elle est le deuxième petit cochon, etc.*
- *Maintenant, le groupe reste avec moi et le reste de la classe vient ici pour chanter et danser!*

The whole class dances to and sings *Qui a peur du méchant loup?*

- *La deuxième pièce s'appelle 'Comment y aller?' (Name(s) of student(s) doing story retelling) va/vont raconter l'histoire avec des mots différents pour tout le monde.*

Student(s) does (do) a story retelling.

- *Merci beaucoup, (name(s) of student(s))! C'était fantastique!*
- *Maintenant, un groupe présente la deuxièm/la dernière pièce 'Comment y aller?'*

The group presents.

- *Excellente présentation! Maintenant, on va présenter les acteurs. Voici (name of student). Il/Elle est Marie. Voici (name of student). Il/Elle est la policière. Voici (name of student). Il/Elle est le conducteur, etc.*
- *Maintenant, le groupe reste avec moi et le reste de la classe vient ici pour chanter et danser!*

The whole class dances to and sings *Comment y aller?*

You may do a gesture review, or have the class read parts of the whole-class story retelling on chart paper.

- *La présentation est finie, alors la classe de la (e.g. quatrième) année veut dire un grand 'merci' à tous les spectateurs.*

The whole class says with lots of expression:

- *Merci à tout le monde!*

The parents, friends and other guests are thanked for coming, and students are asked to find their parent(s) and/or other invited guest(s) to show them their work.

You make a final thank-you in English and encourage the parents to ask students who do not have a family member and/or other guest present to share their work with them.

Suggestion for added cultural component to this event:

Provide Spanish food and drinks, in real *café* style. You could serve food and drinks to the parents. You could make simple *tacos, quesadillas* or other *delicious Spanish food*. Alternatively, give a recipe for *crêpes* to parent volunteers who could bring them to class prior to the performance. Recipes are found in the Appendix of the Whole Class Activities Books.

Each student should be responsible for some aspect of the *café* component, and a letter could be sent home requesting that these items be brought to you by a specified date. Items needed may include:

- the food being served (either prepared by the students at home, or ingredients brought to school for preparation by you and the class);
- bottles or cans of drinks being served;
- plates, glasses, forks, knives, napkins;
- baskets to hold the food.

Following these steps will ensure the success of your *teatro café*:

- A sample letter, requesting assistance from parents for the *café* is found in the Appendix of unit guides.
- You could ask students to come to the classroom during lunch recess to help you to decorate the room in *café* style. This can be done with colorful paper chains of blue and white, or red, white and blue to hang around the room, and/or by weaving placements of strips of paper in the same or other colours. They could then be laminated so that they may be reused. Bottles may be decorated with little squares of colourful tissue paper, and candles can be placed on the tables.
- Prepare Spanish menus for the audience, listing food and drink to be served.
- Prepare Spanish invitations for all those invited to the *teatro café*.
- Ask a parent, other adult or responsible student to videotape the event and enjoy with the students the next day or during the following week or as a model for the class prior to the presentation the following year!



¡JÓVENES EN ACCIÓN!
Whole-Class Activities 1-10(?)

Word/gesture teaching

Important!

- Each type of whole-class activity must last a maximum of ten minutes, no more!
- Change this activity and move on to another after ten minutes, even if you have not completed it!
- Feel free to pick and choose aspects of this activity that you feel your students need to review most.
- Each numbered activity like this one is just a template—take the ideas, suggestions and structure to customize more activities of this type.
- Add spontaneous TLSE (see page 11 for an explanation of this important technique) to teach and review the vocabulary contained in each numbered activity, and make it meaningful for the students.

Move as quickly as you can through the activities. Your classes should be fast-paced and exciting! During the first few sessions with your students, it is important to “flood” their learning, in order to remove any possible blocks to acquisition. Stay in tune with your students, and repeat any aspect of the activity (words/phrases) to ensure that they are acquiring them effectively. This is a balance that you will learn to determine as you become familiar with the program—push ahead as quickly as you can, while supporting and reviewing whenever necessary to develop confidence and to make sure that learning occurs. By the end of the first class or two, your students should be amazed at what they have learned through this program and be relaxed and ready to enjoy themselves!

If one or more students has a strong background in Spanish and has already developed a good or very good level of oral and written fluency, you are very lucky! They will be the leaders in the class and will be very helpful at setting your expectation of exclusive use of Spanish in the classroom. All students will benefit from this and the students with some Spanish will be able to take pride in their initial leadership role before others begin to catch up! There are numerous activities and suggestions throughout this kit to help both meet the needs of and challenge those students who have already developed a good communicative competence.

At the end of the first day of class, you might send home the course outline found in the Appendix, which explains the expectations of the *¡Jóvenes en acción!* program in English, for students to share with their parents.

* See next page.

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

Activity 1

NEW GESTURED VOCABULARY



todo*

toda

todos

todas

la

(la/una) clase

se para

me paro

viene

vengo

aquí

y

se sienta

me siento

Buenos días

a

de

(el) español

empieza

empiezo

ahora

habla

hablo

solamente

en

(el/un) tiempo
entonces
abre
abro
(la/una) cabeza
esto
esta
es
toma
tomo
el
(el) inglés
dice
digo
pone
pongo
(el/un) bolsillo
dentro de
cierra
cierro
no
está
para

Remember!

To accelerate the learning of vocabulary, limit your word use exclusively to previously introduced gestured words so that students get repeated practice with words that are familiar. This rapidly builds confidence and fluency! Students must speak with you, as you gesture, not after you!

If the students are in the hall, and you want them to pause before entering, hold up your hand and do the gesture, looking directly at different students as you say:

- **Toda la clase se para. Yo me paro. Toda la clase se para. Yo me paro.**

As many times as you wish to get the attention of all students.

As students enter, say and gesture:

- **Toda la clase viene* para aquí y se sienta. Yo vengo para aquí y me siento.**

Once students are seated in a group near you, gesture and speak slowly, encouraging the students to speak along with you. Please repeat each sentence once or twice until the class is saying the sentences with you.

- **¡Buenos días a toda la clase! La clase de español empieza ahora. Toda la clase habla solamente en español todo el tiempo. Yo hablo en español todo el tiempo. Entonces, toda la clase abre la cabeza. Yo abro la cabeza. Esta es la cabeza.**

Using your hands, move them as if you are opening up the top of your head.

- **Toda la clase toma el inglés. Yo tomo el inglés. Esto es el inglés. Toda la clase dice: “Esto, esto es el inglés.” Yo digo: “Esto, esto es el inglés.”**

Point to the English words on the card. Take the card that says **inglés** and act as if you are taking it out of your head and show the students the card.

- **Toda la clase pone el inglés en el bolsillo. Yo pongo el inglés en el bolsillo.**

Put the card in your pocket.

- **Yo tomo el español y la clase toma el español...**

Take the card that says **español** and show it to the students.

- **...y pone el español dentro de la cabeza...**

Act as if you are putting the card into your head.

- **...y cierra la cabeza. Ahora, toda la clase habla solamente en español. La clase no habla en inglés. El inglés está en el bolsillo. La clase empieza ahora.**

* To avoid the plural command form and to ensure that students learn the base verb in the third-person singular form, more directions to the students will be descriptive sentences, with the singular subject at first. Options include **toda la clase**, **la clase**, and **usted**, when introduced.

Placement of students for maximum learning possibilities

For almost all whole-class activities throughout the program, students should sit in a group (not a circle) near your chair, if at all possible. If all can sit on the floor, that is ideal, otherwise on cushions, small stools or chairs. If students sit at their desks, the visual, auditory and kinesthetic connection, as well as the high level of focus demanded during these activities is much more difficult for you to establish and to maintain. In addition, if students are in close proximity to you, you will be able to monitor very effectively who is participating and who is not, and bring students who lack focus back to the activity. For assessment purposes, having the students seated close to you is helpful.

What should I do if the students speak in English during this activity?

Stop the class, saying and gesturing ¡**Toda la clase se para!** to individual students, and encourage the whole class to say it with you. Gesture for the class to say with you: **Toda la clase habla solamente en español. Yo hablo solamente en español...La clase no habla en inglés.**

Please see the *Program Guide* for many ideas on the **solamente en español** rule.

Important!

For adjectives, the base gesture is the masculine form and the feminine has the additional feminine gender gesture. The additional plural 's' gesture is also added if the adjective is plural.



Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening;
reading

**NEW
GESTURED
VOCABULARY**

yo*

se llama
me llamo

señora

señor

usted

cómo

bien

mal

más o menos

Buenas tardes



Word/gesture teaching and review

On the gesture-teaching component of the DVD, articles are not provided with each noun, as it is important that the students distinguish between the word and its article when learning the gesture. Students learn one word per gesture to avoid confusion. However, they have extensive opportunities to visualize, hear and produce each specific article gestured—masculine (singular and plural), feminine (singular and plural)—in association with the noun, because in all gesture reviews the teacher uses the article whenever she/he gestures the play and questions, or when she/he communicates spontaneously with the students. In Spanish the students learn very early that the subject and ending gestures are identical. In addition, because the teacher always gestures gender, students internalize rapidly the concept of gender in Spanish and apply this knowledge early to adjectival agreements.

Say and gesture:

- **Yo me llamo Señora/Señor (your name) y usted, ¿cómo se llama?**

Point to one student. Say and gesture, helping the whole class to say with you:

- **Yo me llamo (name of student).**

Say and gesture, with lots of enthusiasm, encouraging the whole class to join in:

- **¡Buenos días, (name of student)!**

Note: **Buenas tardes** if it's afternoon. Point to another students in the class. Say and gesture, encouraging all students to say with you:

- **Yo me llamo (your name) y usted, ¿cómo se llama?**

Say and gesture, helping the student to say with you:

- **Yo me llamo (name of student).**

Say and gesture, with lots of enthusiasm:

- **¡Buenos días, (name of student)!**

Continue with this activity, until students are able to say the question and answer independently, guided by your gestures. Starting again at the beginning, say and gesture:

- **¿Cómo está? Toda la clase dice:**

Make sure all students say the words gestured by you. Repeat, if necessary until they do.

- **¡Bien! ¡Mal! Más o menos.**

Use lots of vocal and facial expression when you say **bien, mal** and **más o menos** in order to convey meaning.

Repeat, saying and gesturing:

- **Toda la clase dice: “¡Bien! ¡Mal! Más o menos. ¡Bien! ¡Mal! ¡Más o menos!”**

Looking at another student, say and gesture, encouraging all students to join in the question:

- **¿Cómo está?**

Encourage the student to respond, choosing **¡Bien! ¡Mal! Más o menos**, ensuring that the whole class says them with you:

- **¡Bien! ¡Mal! Más o menos.**

Once the student has responded, invite the whole class to say, slowly and emphatically, with enthusiasm, as you say and gesture:

- **Y usted, ¿cómo está?**

While saying the previous sentence, look right at another student. This student answers, with gestural support from you as with the previous student, then the whole class says, as you gesture and say with them:

- **Y usted, ¿cómo está?**

Continue with the other students in the class, modeling what students should do by gesturing and speaking with them. Continue until all students have asked and replied to **¿Cómo está?**

Continue this activity for the remainder of the ten-minute period.



AIM strategy!

You will first introduce the subjects **yo, usted, él** and **ella** in this kit and your students will use them extensively. The third-person singular form is the base form and has no gesture for the ending. However, the change of sound from the base form (third-person singular) to the plural forms of **nosotros, ustedes, and ellos** requires a gesture that will make students aware of this change.



Multiple Intelligences

verbal-linguistic;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

**NEW
GESTURED
VOCABULARY**


hace
hago
los
(el/un) gesto
's' (plural)
con
pero
sí
perdón
ella
muy
salta
salto
¡Levántese!
¡Siéntese!
corre
corro
él
fantástico
fantástica
camina
camino

Word/gesture teaching and review

AIM Strategies for helping to elicit gestures and word production, especially during the initial stages of gesture work, as students are learning the technique of gesture use and teacher expectations:

- Praise those that are showing the level of desired participation.
- Repeat emphatically while making eye contact with those not participating.
- Gesture sentences such as: **Toda la clase habla en español. ¿Toda la clase hace los gestos con/with/con Señora/Señor (your name)? Sí, yo hago los gestos con/with/con Señor/Señora (your name). No, pero/but/pero toda la clase habla en español. ¡Sí!**
- Refer to the participation rubric and start giving marks if the class is having problems.
- Ask the students to shout out the words during the first lesson, beginning with **¿Perdón?, ¿Perdón?, ¿Perdón ?** until they do shout!

Say and gesture, looking directly at one female student, but encouraging the whole class to say:

- **¿Cómo se llama usted?**

Student says with your gestural and vocal assistance:

- **Yo me llamo** (name of student).

The whole class says, as you gesture and say with them:

- **Ella se llama** (name of student).

The whole class says, as you gesture and say with them:

- **¡Levántese**, (name of student)!

Jump with the student, while saying and gesturing:

- (Name of student) **salta, salta, salta. Yo salto.**

Make your voice rise and fall to indicate the action, as modeled on the DVD.

Say and gesture:

- (Name of student) **se para. Yo me paro.**

Stop jumping. The student should stop as well. Then say and gesture, ensuring that the whole class says as well:

- **Sí.**

Say and gesture, making sure that all students say:

- **¡Muy, muy bien! Toda la clase dice: “Muy, muy bien.”**

Invite another student, this time a male student, to do the same, following the words as outlined above. Repeat this with four students individually. Then say and gesture to the whole class, while they are all seated:

- **Toda la clase:**

This is a cue for the students to say and gesture with you:

- **¿Cómo se llama usted?**

Student says with your gestural and vocal assistance:

- **Yo me llamo** (name of student).

The whole class says, as you gesture and say with them, emphasizing and possibly repeating **él**:

- **Él se llama** (name of student).
- (Name of student) **salta**.

They should all say and gesture with you. If they don't, repeat gesturing the last instruction (**Toda la clase dice**) until they are all saying:

- (Name of student) **salta, salta, salta**.

If you notice one student doing what you request, take this opportunity to praise that student, approaching her/him and looking directly in her/his eyes, saying and gesturing with a happy expression:

- **¡Muy, muy bien!**

Say and gesture to one student:

- **¡Levántese!**

Walk with the student, while saying and gesturing, with an even-toned voice, to indicate the gestured action, as modeled on the DVD:

- (Name of student) **camina, camina, camina. Yo camino**.

Say and gesture, pausing before saying, so that the whole class joins in:

- (Name of student) **se para**.

As you stop walking. The student should stop as well, then say and gesture:

- **¡Siéntese!**

Say and gesture:

- **¡Muy, muy bien! Toda la clase dice: “¡Muy, muy bien!”**

Invite another student to do the same as above. Repeat this with four individual students.



Then say and gesture to the whole class, while they are all seated:

- **Camina, camina.**

They should all say and gesture (not stand up and walk, simply gesture) with you. If they don't, repeat the last instruction, or do as outlined above if one student is doing what is requested. Continue until all students are saying and gesturing:

- **Camina, camina.**

Say and gesture, looking directly at one student, but encouraging the whole class to say:

- **¡Levántese!**

Run with the student, while saying and gesturing, expressing the words quickly and with excitement, to indicate the action, as modeled on the DVD:

- **Ahora (name of student) corre, corre, corre.***

Say and gesture, pausing a little, with the expectation the class says:

- (Name of student) **se para.**

As you stop running. The student should stop as well, then say and gesture for the whole class to say:

- **¡Corre, corre!***

Invite another student to do the same as above. Repeat this with four individual students, then say and gesture to the whole class, while they are all seated:

- **Usted corre, corre.* Yo corro, corro.***

They should all say and gesture with you. If they don't, repeat the last instruction until they are all saying and gesturing:

- **Corre. ¡Esto es fantástico!**

Say **fantástico** with lots of expression on your face, in your gesture and in your voice, as modeled on the DVD. At the end of a word/gesture teaching session, often there is an oral review.

Although a minimal amount of TLSE is scripted for you in the program, you will create most of it spontaneously, using gestures that you have taught as you interact personally with your own class as a group, always checking for comprehension by asking questions through gestures. Hopefully, you will have fun with this technique and bring lots of humour to your gestured interactions as well!

Throughout the *¡Jóvenes en acción!* program, word/gesture reviews consist of one of the following:

Pleasant repetition is an important

***AIM strategy!**

***AIM strategy!**

***AIM strategy!**



Oral review: You gesture and quietly say the words (or just initial sound cue*/silent cue** them) as the students say them. In this way, you provide a model with some or little vocal support of the isolated gestures for targeted review.

Kinesthetic review: You say the words and students repeat and gesture the words. They demonstrate to you their simple knowledge of words and associated gestures. Knowing the gestures does not necessarily mean that the students know what the word means or that they can use it in any real communicative context. The technique of acquisition of vocabulary through gestures is a tool to ensure that students constantly practice and produce the words orally, so that the transfer to real fluency occurs as soon as possible.



In each of these reviews, ongoing formative assessment may take place, where you observe very easily which students are able to identify the word-gesture connection, and are therefore acquiring vocabulary at the basic level, in preparation for the application of this vocabulary in structured and eventually unstructured (spontaneous) communicative situations. Please see the *Assessment Activities Book* for more detailed information!

Kinesthetic review

You say the list words and students repeat the words and do the gestures for them. For the first time here, you will indicate officially with words and gestures the routine that signals that you want the students to produce gestures.

Say and gesture:

- **Toda la clase hace/do***/hace los gestos y dice...**

Begin by saying the word(s) only, do not gesture. Prompt with the gesture only when necessary. Praise the first students who gesture and say the words, as you have requested. Do this activity as quickly as the students can handle it! Focus your attention, support and encouragement to a high degree on the weak, shy, and less participatory students so that all students progress at the same rate and that no one is lost!

* You support the students in identifying a gesture by providing only the initial first sound or syllable of the word.

** You help students remember a gesture by mouthing the word silently.

*** See next page

Repeat this

review in a different order, if there is time remaining in the ten-minute period. Remember ten minutes maximum for each activity!



Say with lots of expression for the students to say and gesture:

- **buenos días, buenas tardes**
- **a**
- **toda la clase**
- **hace, hago**
- **yo**
- **me llamo**
- **usted**
- **se llama, yo me llamo**
- **Ella se llama** (name of female student).
- **Él se llama** (name of male student).
- **¿Cómo está?**
- **dice, digo**
- **bien**
- **mal**
- **más o menos**
- **¿Y usted?**
- **¡Levántese!**
- **¡Siéntese!**
- **salta, salto**
- **se para, me paro**
- **camina, camino**
- **muy, muy bien**
- **¡Esto es fantástico!**

*** AIM Strategy!

***Sandwiching: The renowned linguist, Georgi Lozanov who developed the Suggestopedia approach, introduced the very successful sandwiching technique. This technique, which is used less than 1/2 of one percent of the time, accelerates the comprehension of a word. You will use it only to teach the gesture for a very limited number of new words that are not iconic (natural) and appear difficult for the students to acquire. Once you have said the English word, immediately afterwards all students say and gesture the Spanish word the second time you make the gesture. From that point on, both teacher and students say the word exclusively in Spanish, so that the students are able to benefit from the kinesthetic, auditory and visual input of the gesture and word. Apart from sandwiching, do not accept the use of English in the class, except if students ask for one word, as they say *¿Cómo se dice...?*

Word/gesture teaching and review and handing out course outline

Materials needed for this activity: a glass or bottle of water, and photocopied course outlines for your students (found in the appendix of the *Whole-Class Activities Book*)

AIM Strategy!

The teaching and use of gestures is a tool for the acquisition of words, not a goal in itself. The testing of gestures is not recommended. Vocabulary tests are included in the *Assessment Activities Book* for testing students' acquisition of words and their meanings.

Please read the teacher-led script carefully. You need not follow it word for word, and you should certainly add to it to personalize your TLSE for the students. It shows you how to personalize your script by modeling for you how to:

- use familiar vocabulary and forms to introduce new words, in the process of ongoing communication;
- use high-frequency vocabulary consistently;
- deal with errors and grammatical concepts as they occur naturally;
- repeat vocabulary to ensure acquisition;
- incorporate the grammar and other raps naturally and to intersperse them throughout the program in meaningful ways.

AIM Strategies!

Each type of whole-class activity must last a maximum of ten minutes, no more.

- Change this activity and move on to another after ten minutes, even if you have not completed it.
- Feel free to pick and choose aspects of this activity that you feel your students need to review most.
- Each numbered activity like this one is just a template; take the ideas, suggestions and structure to customize more activities of this type.
- Add spontaneous TLSE (see page 11 for an explanation of this important technique) to teach and review the vocabulary contained in each numbered activity, and make it meaningful for the students.

Multiple Intelligences

verbal-linguistic;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

Activity 4

NEW GESTURED VOCABULARY



cuando
termina
termino
adiós
(el) agua
si
bebe
bebo
quiere
quiero
ir
al
(el, un) baño
puede
puedo
por favor
un
una
(la/una) hoja de
papel
lee
leo
(la/una) casa
este

IMPORTANT!

The third person singular form will always be introduced with the first person singular form and the gestures for both will be provided. This will continue as a model for you and the students to understand how these forms are made.



****Buenas tardes**, if afternoon.

Say and gesture:

- **Cuando/when*/cuando la clase de español empieza toda la clase dice: “Buenos días**.** Cuando/when*/cuando la clase de español se termina, **toda la clase dice: “Adiós”, buenos días**, adiós, buenos días, adiós.**

From now on, use the simple leaving routine with **adiós** every class.

Say and gesture with lots of vocal and facial expression:

- **Toda la clase dice: “Yo me llamo** (your name).”

Say and gesture to the student sitting next to you, ensuring the whole class says with you:

- **Toda la clase dice: “Yo me llamo** (name of student sitting next to you).”

Say and gesture to the next student, ensuring the whole class says with you:

- **Y usted, ¿cómo se llama?**

Continue with some students, as they respond, with your gestural support:

- **Yo me llamo** (name of student).

The whole class then says, as you say and gesture, indicating one student:

- **¡Levántese!**

Do the full body actions with the student, as you gesture:

- (Name of student) **salta.** (Name of student) **se para. ¡Muy, muy bien!**

Do this with a few students, then, when the class is seated, gesture for the class to say and gesture:

- **Toda la clase hace los gestos y dice:**

Ensure that the students do the actions and say, as you guide them:

- **Corre, corre, corro, me paro, camino, camino, salta, salta, se para, salta, se para, salto, me paro, camino, salto, me paro.**
- **¿Cómo se llama usted?**
- **¿Cómo está?**

*This is another example of sandwiching. Once you have said the English word and make the gesture the second time, all students say and gesture the Spanish word.

- ¡Bien! ¡Mal! ¡Más o menos! ¡Muy, muy bien!
- Él se llama (name of male student).

Emphasize **él** as you gesture:

- Ella se llama (name of female student).

Emphasize **ella** as you gesture.

- él se llama
- ella se llama
- yo me llamo
- ella, él, yo
- ¡Esto es fantástico!

In the following part of this activity you will be using double verb constructions (verb + infinitive form) for the first time. See the DVD for examples of the gesturing of grammar concepts, or view the gesturing of the play on the DVD for examples of how to gesture the infinitive ending. Please use the **r** gesture at the appropriate time whenever you use the infinitive. Simply integrate the use of the **r** gesture naturally, without any formal introduction or explanation to the students. They will pick up on this quite quickly, and will make the appropriate addition to the regularized stem (**ar/er/ir**) with your vocal assistance. The **r** gesture, made with the curved right index finger, is tagged on to the verb stem (third-person singular form). The pronunciation that the **r** signals, and what you will model orally will change later, depending on the verb ending (**ar/er/ir**). Word/gesture teaching and review of double verb constructions come toward the end of this kit, once students have internalized many verbs in the third-person singular form. Students will also have developed this language pattern sufficiently, as a result of your ongoing contextualized repetition of this form, to be able to identify it in word/gesture practice. This is the first day that you will introduce an object. Throughout the program, you will introduce objects formally to students through gesture in combination with the expression **Esto/Este es.../Esta es...** as described below. Just as with other vocabulary, once you have introduced nouns, you must incorporate them into gesture review, TLSE and into the plays and accompanying activities.

The students should try to join in (saying the words), as you gesture. Repeat if the students are not speaking loudly enough, or gesture and say the word **¡Perdón?** as often as necessary until the students are shouting.

Gestures for the students to say:

- **Esto es agua. Toda la clase dice: “Esto es agua.” ¡Perdón? Toda la clase dice...¡esto es agua!**



AIM Strategy!

Adolescents sometimes feel inhibited; however, if you are silly, funny and help them to forget their inhibitions by shouting the words loudly and confidently, not only will they have fun and relax, but they will learn a great deal. This, in turn, will help them to feel even more secure and motivated to learn.

Indicate a glass, or bottle of water near you. Gesture and say, emphasizing the gestures and words **si** and **puede** by pausing and saying these words more loudly (use this emotional response to help ensure acquisition each time these words are used):

- **Si/if*/si yo bebo agua y bebo y bebo y bebo y bebo...¡Ay, no! Yo quiero ir al baño. Yo digo: “¿Puedo ir al baño, por favor?”**

*This is another example of sandwiching, which occurs more often and almost exclusively at the very beginning of the program. Recommendations for specific words that should be sandwiched have been made based on years of implementation of the program in second language classes. Once you have said the English word and make the gesture the second time, all students must say and gesture the Spanish word.

Gesture for the students to say:

- **Toda la clase dice: “¿Puedo ir al baño, por favor?”**
- **Si/if/si usted quiere saltar, usted dice: “¿Puedo saltar, por favor?” Toda la clase dice: “¿Puedo saltar, por favor?” Sí, usted puede saltar.**
- **Si (name of male student in class) quiere beber agua, él dice: “¿Puedo beber agua, por favor?” Toda la clase dice: “¿Puedo beber agua, por favor?”**
- **Si (name of female student in the class) quiere caminar, ella dice: “¿Puedo caminar, por favor?” Toda la clase dice: “¿Puedo caminar, por favor?”**
- **Ahora, toda la clase hace los gestos y dice: puede, dice, digo, quiere, quiero, yo puedo caminar, yo puedo correr, yo* puedo* saltar.**
- **Si yo* bebo* agua y bebo y bebo, yo* digo*: “¿Puedo ir al baño, por favor?”**

Say, with the whole class and with emotion:

- **¿Puedo ir al baño? ¡Sí, yo puedo/can/puedo ir al baño! La clase dice, pero yo digo. La clase puede, la clase quiere, pero yo* puedo*.**

*AIM Strategy!



Make sure that you highlight by emphasizing with the gestures and your voice, the important relationship between the ending ‘o’ and the subject ‘yo’.

Oral review

Your eventual goal in this review is to not say the words at all, only gesture them. Even at an early stage, try to pause very slightly after you gesture and before you give the word, to allow the students to show you that they can identify your gesture. Try only initial sound cueing* or silent cueing*, and if the students can produce the word correctly, then do not support vocally. This is an essential part of your ongoing assessment.

Gesture for the whole class to say:

- **Toda la clase dice: puede caminar, puedo caminar, camino, corro, corre, salta, puede saltar, se para, bien, mal, más o menos, bebe, bebo, empieza, empiezo, la clase se termina, yo termino, buenos días, adiós, puedo, usted puede, toda la clase puede.**
- **¡Muy, muy bien, toda la clase!**
- **Si yo quiero ir al baño, yo digo: “¿Puedo ir al baño?”**
- **Si la clase de español empieza, yo digo: “¡Buenos días a toda la clase!”**
- **Si la clase de español se termina, yo digo: “¡Adiós a toda la clase!”**

What if the class makes a mistake when you gesture?

When an error is made in the identification of a gesture, whether it is meaning-based (e.g. students say **caminar** when you do the action for **saltar**, or if it is a grammatically-based error (e.g. students say **él** when you gesture **la**), then do the gesture for the correct form, saying and gesturing that word and even placing it in a context with a subject to highlight either the form (e.g. **la clase**), or the meaning (e.g. **él camina**). Then gesture and say the original word students have said incorrectly. Then repeat back and forth, gesturing each time, resaying the original word for support if necessary. Seizing errors is crucial to the development of fluency and comprehension, because student errors tell you that this concept needs review. Doing this customizes your program and ensures that you will teach effectively.

*See definitions in Activity 3. Please consult the glossary of terms in the Program Guide for any terms unfamiliar to you.

Course outlines

If your students expect to receive a course outline during the first class, prepare these and hand them out. A sample outline is provided in the appendix. If you write this course outline in English and include all important information, such as classroom rules and information regarding tests, homework and grading, these course outlines can be quite useful in class

Make sure that

students participate actively! Make them shout out the words! Say **¿Perdón?** often.



You should

have done the last four activities in approximately 40 minutes. Depending on the length of your classes, you will be approaching the end of the first class, if you teach 40- to 50-minute classes.





Be creative

with *¡Jóvenes en acción!*
Please use the activities outlined in this book and then, taking those as a template, be as creative as you can with the students so that they become partners in the learning process. This is absolutely essential to the success of this program. You may use the *Quick Reference Lists*, found in the Appendix, to assist with this.

in order to help maintain the Spanish only rule.

Gesture for the class to say:

- **Esta es una hoja de papel. Yo tomo una hoja de papel. Toda la clase toma una hoja de papel. Toda la clase lee/reads/lee la hoja de papel en la casa. Toda la clase lee en inglés y ¡no en español! ¡Muy, muy bien! La clase lee y yo leo.**

At this point in the program, hand out these sheets with very few comments. Students will easily understand them as they are written in English, and the information contained in them will answer many of the questions and concerns that older students often have when a new course begins. Please add to what is provided for you on the CD ROM, or create your own! However, please do distribute this important information about the program that you wish your students and their parents to be aware of at the beginning of the kit. This will help to alleviate misunderstandings or concerns as you begin the program!

Please get into the habit of doing an entry and leaving routine each day, so that your classes have a sense of familiarity and predictability and practice repeatedly the important social greeting vocabulary contained in the routines. In addition, the reinforcement of **¡solamente en español!** is part of these routines which ensure the development of fluency. Please see all suggested entry and leaving routines in this kit on pages 25 to 31 in this book. The first two are found below. On this day, you begin, of course with the simplest Leaving Routine #1, as follows:

At the end of class, say:

- **Adiós a toda la clase. Toda la clase dice: “Adiós, Señor/Señora (your name).”**

Repeat this a few times as you are leaving, making sure students say together:

- **Adiós, Señor/Señora (your name).**

AIM Strategy!

Pad your activities with five to ten minutes of quick word/gesture review of all the words introduced so far. For example, gesture for the students to say: **Toda la clase dice las palabras y hace los gestos.** Then say the words that you have introduced up to and including Activity 4. This list is found in the Appendix in this book. A quick five to ten-minute refresher after every two activities will help to reinforce and further embed the words and their gestures for the students, so that they will be as successful as possible early in the program!

Word/gesture teaching and review

Have your class list in front of you in a group. Read names on the list in order. Say and gesture and encourage the students as always, to say with you:

- ¿Dónde está (name of boy/girl on list)?

Do the gesture for **dónde** and look around as if trying to find her/him, to convey meaning. She/he will recognize what you are doing and probably put up her/his hand.

Looking directly at the student, say and gesture for the class to say with you:

- **Usted dice: “Yo estoy aquí.” Toda la clase dice: ¿Dónde está** (name of next student on the list)?

She/he raises her/his hand. Say and gesture for the whole class to say:

- **Usted dice: “Yo estoy aquí.”**

As you do this, note who is sitting far from you, and who is sitting close to you.

Say and gesture:

- ¿Dónde está (name of student who is sitting close to you)?

By now, she/he should reply automatically as you gesture, lowering your voice, if possible:

- **Yo estoy aquí.**

Say and gesture, encouraging students to say with you:

- ¿Dónde está (name of student who is sitting far from you)?

By now, she/he should reply automatically, but you may assist with gestures:

- **Yo estoy aquí.**

Say and gesture:

- (Name of student sitting close to you) **está aquí**, (name of student sitting far from you) **está allá**. **Toda la clase dice: aquí, allá, aquí, allá.**

Repeat the above activity as follows. Say and gesture, encouraging students to say with you:

- ¿Dónde está (name of another student who is sitting close to you)?

By now, she/he should reply automatically as you gesture, lowering your voice, if possible:

- **Yo estoy aquí.**

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

Activity 5

NEW GESTURED VOCABULARY



dónde
estoy
allá
me olvidé
loco
loca
recuerda
recuerdo
también
soy
las
(la/una) palabra

Leave two minutes or so in the ten-minute allotted time period for the quick oral/kinesthetic reviews that follow.

Say and gesture, encouraging students to say with you:

- **¿Dónde está...?** (name of another student who is sitting far from you)?

By now, she/he should reply automatically, but you may assist with gestures:

- **Yo estoy aquí.**

Say and gesture:

- **¿Dónde está** (name of student already mentioned in this activity)? **¡Oh no! ¡Yo me olvidé! ¡Esto es loco!**

Then notice the student, saying and gesturing, with lots of emotion (happy, sudden realization):

- **¡Oh sí, yo recuerdo!** (Name of student) **está aquí** (or **allá**, depending on the location)!

Do the same as above with a few students, practicing **¡Oh, no! ¡Yo me olvidé! ¡Oh sí, yo recuerdo! ¡Oh, no!** with lots of facial and vocal emotion.

- **¿Dónde está** (name of another student)? (Name of this student) **viene para aquí, ahora.** (Name of this student) **viene para aquí.**
- **¿Dónde está** (name of another student)? **Él, ella viene para aquí también/also/también, por favor.** (Name of this student) **también viene para aquí.**

Oral review

Your eventual goal in this review is to not say the words at all, only gesture them. Even at an early stage, try to pause very slightly after you gesture and before you give the word, to allow the students a chance to show you that they can identify your gesture. Gesture and initial sound cue or silent cue, if necessary, for the whole class to say together:

- (Name of first student) **está aquí**, (name of second student) **está allá. Aquí, allá, aquí, allá, aquí, allá, yo me olvidé, yo recuerdo, yo estoy aquí, yo estoy aquí.** Now you teach the new irregular forms **es** and **soy**, so you will say and gesture these forms on this initial presentation. Repeat the forms and provide different examples using words that the students know already, to help them fully acquire these forms.
- **¡La clase es fantástica y usted es fantástico(a)!** Locate another student. **¡Usted es fantástico(a)! ¡Ella es fantástica! ¡Yo soy fantástico(a)!**



Kinesthetic review

In this part of the activity, say the list words, and the students say and gesture the words. Gesture for the class to say:

- **Toda la clase hace los gestos y dice las palabras/words/palabras:**

To highlight further the meaning of **palabra**, please point to Spanish words posted or written on the board in your classroom, and, as you touch each one, do the gesture for the word **palabra** as you say **palabra, palabra, palabra**, making sure that students say the words as well. Do this at any time you feel that this word needs reinforcement, along with sandwiching, until you are sure that students have acquired the word.

Begin by saying the word(s) only, do not gesture. Prompt with the gesture only when necessary. Remember to praise the first students who gesture and say the words, as you have requested. Do this activity as quickly as the students can handle it!

Say with lots of expression for the students to say and gesture:

- **Buenos días**
- **Adiós**
- **a**
- **toda la clase**
- **aquí**
- **allá**
- **aquí**
- **allá**
- **yo me olvidé**
- **yo recuerdo**
- **usted recuerda**
- **loco, loca***
- **sí, no**
- **empieza**
- **se termina**
- **Yo estoy aquí.**
- **Usted está aquí también.**
- **muy, muy bien**
- **¿Dónde está?**
- **Usted está allá.**
- **¿Dónde está (your name)?**
- **usted está**
- **yo estoy**
- **¡Esto es fantástico!**

*Please note that the feminine form **loca** is introduced in this review for the first time. With this initial introduction, the students are learning the sound of the feminine form and contrasting it with the masculine form. As the right hand does the same gesture for **loco/loca**, the students will see that these two words are similar. The use of these two words will be contextualized in Activity 12 and again in Activity 13. As the students learn grammar through an inductive approach, the formal introduction of adjective agreement occurs in Activity 49, once they have had a chance to internalize the sounds and the concept.

AIM Strategy! Remember

to customize the use of the language. Seize upon any and all spontaneous moments to contextualize this vocabulary!



Activity 6

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

NEW GESTURED VOCABULARY



hoy
trabaja
trabajo
(el/un) trabajo
debe
debo
se levanta
me levanto
Gracias
¡De nada!

If a student uses English, please use the following linguistic routine as often as necessary to reinforce the fact that English is not allowed: stop the class, use Gestural Mirroring and make sure the whole class is involved in finding the Spanish words for the student who used English. It is essential to establish this routine strictly and consistently, at the first and all subsequent opportunities, that students are free to communicate with each other spontaneously, during partner/group work. If you are effective at establishing this early, the faster fluency will develop, and the easier it will be for you in the long run. Students will soon begin to self-reinforce this idea, telling each other: ¡Hay que hablar en español!

Word/gesture teaching and review with *¡A golpear las palabras!* game

Materials needed in this activity: two fly swatters or other object for hitting the words, and word cards from the Appendix for the game
¡A GOLPEAR LAS PALABRAS!

The suggested word cards for this initial presentation of the activity are:

- hoy
- camina
- salta y camina
- cuando
- camino
- salta, salto
- se para, me paro
- empieza
- se termina
- corre
- buenos días, adiós
- viene
- trabaja
- debe
- se levana
- se sienta
- gracias, de nada
- rápido
- despacio
- golpea, golpeo
- bebe agua
- yo quiero
- yo puedo
- fantástico
- bien, mal
- él, ella
- yo, usted

Say and gesture:

- **Hoy/today/hoy, toda la clase trabaja/works/trabaja muy bien. Ahora, toda la clase debe hablar en español y no debe hablar en inglés. La clase debe*, yo debo* hablar en español también.**

Make sure that all students are speaking and practicing the words, saying them loudly and with lots of expression.

Gesture to one student, encouraging all students to say with you:

- (Name of student) **se levanta. Yo me levanto.**

Stand up with the student.

- **Gracias/thank you/gracias. Ahora, toda la clase dice: “De nada.” Gracias, de nada. Toda la clase: Gracias, de nada, gracias, de nada.**

Run with the student, while saying and gesturing, expressing the words with a falling expression in the voice, to indicate the action:

- **Usted corre. Yo corro.**

Gesture to one student, encouraging all students to say with you as you stand up with the student:

- **Usted se levanta. Gracias. Yo me levanto.**

Encourage the class to say, once the student is standing and you have said **gracias**:

- **De nada.**

Then say and gesture to the whole class, while standing, encouraging the student to say as she/he falls with you:

- **Usted corre y yo corro. ¡Gracias!**

Encourage the class to say, once you and the other student are on the floor and you have said **gracias**:

- **De nada.**

Gesture for the class to say, as you stand up with the student:

- **Usted se levanta. Yo me levanto.**

Make your voice rise and ensure that the student stands up then, as you sit down on your chair say and gesture:

- **Usted se sienta. Yo me siento.**

As you say this, make your voice fall slightly, and check that the student follows your action and sits back down on the floor or on the cushion, chair or stool; then gesture for the class to say **gracias**.

Once they are seated, encourage the class to say:

- **De nada.**

*AIM strategy!

Each time a new verb is introduced, we contrast the third person singular form with the first person singular form to ensure that awareness of this pattern develops quickly.

(la/una) silla

o

rápido

espacio

juega

juego

(el/un) juego

eso

(la/una) tarjeta

mira

miro

golpea (hit/knock)

golpeo

(la/una) persona

elige

elijo

hay que

otro*

otra*

otros*

otras*

dos

*On the DVD we show you how to gesture both masculine and singular, feminine and plural of this adjective. You gesture these forms in the same manner for all adjectives of this type.

Then say and gesture for the whole class to say with you:

- **Toda la clase dice las palabras y hace los gestos: corre, corro, se levanta, me levanto, se sienta, me siento, gracias, de nada, se levanta, se sienta, gracias, de nada, trabaja, yo debo trabajar, toda la clase debe trabajar.**

Use the appropriate emotional vocal expression, even exaggerated, in order to ensure rapid initial comprehension with the gesture as support. The students should all say and gesture with you. If they don't, repeat the last instruction until they are all saying and gesturing:

- **Esta es una silla.**

Indicate a chair. Say and gesture:

- **Toda la clase dice: "Esta es una silla." (Your name) se levanta, se sienta en la silla. ¿(Your name) se levanta o (your name) se sienta?**

Sit down and gesture for the class to say:

- **Toda la clase dice: "(Your name) se sienta en la silla."**

Gesture for all students to say, while you point to a student and stand up with her/him:

- **¡Levántese!**
- **¡Usted corre rápido, rápido, rápido! ¡Yo corro rápido, rápido, rápido!**

Run faster and faster on the spot with the student. Gesture (and say where necessary), for all students to say and gesture:

- **Ahora usted se para. Yo me paro.**

Stop with the student. Gesture (and say where necessary), for all students to say and gesture:

- **Usted camina, camina, despacio, despacio. Yo camino, camino despacio, despacio.**

Walk slowly with the student, in an exaggerated manner. Gesture for all students to say and gesture:

- **Usted se para. Yo me paro.**

You and the student stop. Gesture for your students to say:

- **Ahora, usted corre, ¡rápido, rápido!**

Run on the spot with the student. Gesture for all the students to say:

- **Usted corre. Usted se para. ¡Siéntese! Gracias, de nada, gracias, de nada.**

Stop with the student and gesture, ensuring all students say and gesture:



- **Toda la clase dice las palabras y hace los gestos: él corre, yo corro rápido, rápido, rápido, despacio, despacio, ella salta, yo salto rápido, rápido, despacio, despacio. Toda la clase se sienta en una silla. ¡Muy, muy bien!**

Oral gesture review as a game ¡A golpear las palabras!

Depending on how your room is set up, you have a few options for playing this game. If you have a magnetic black or white board, you may copy the words in the Appendix for this game, cut them out, and attach magnetic tape. If you do not have a magnetic board, copy about a dozen of the word cards onto a piece of chart paper, an overhead transparency or the black board. There should be about 12 words or phrases up where the class can see them clearly and students are able to get close enough to touch them.

Invite two students to the front of the class. They face the board and don't look at the rest of the students. Give an object to each student that they will use to hit the words. Use fly swatters (you can buy different-colored ones or those decorated with different animals such as a bee or a ladybug), failing which, a pencil will work. Stand between the two students and the rest of the class. Gesture words or phrases that are on the board, the class says what you gesture and the two students try to hit the words as fast as they can. Repeat this six to eight times. Either the winner chooses the next two students to play, or for simplicity's sake, you may choose them. This game should be very fast-paced so that it is fun and exciting for the students and also so that you can cover as many words as possible.

The following script is written as if you have chosen to use the word cards from the Appendix with magnetic tape. If you choose to write the words for the students, modify the speech to include words such as **escribe** (see Activity 7 for the gestured word). The script is also written as if you have two fly swatters. Gesture for the whole class to say:

- **Ahora, la clase no trabaja/work/trabaja. La clase juega y ¡eso es fantástico! Esta es una tarjeta. Eso, esta, eso, esta*. Toda la clase lee/reads/lee las palabras y hace los gestos.**

The students read the words on the first card and do the corresponding gesture. It is important that the students do the gestures together to demonstrate that they remember the word. Gesture for the whole class to say:

- **La clase pone la tarjeta aquí. Yo pongo la tarjeta aquí.**

Put the card somewhere on the board. Gesture for the class to say:

- **Esta es otra tarjeta. Toda la clase lee las palabras y hace los gestos.**

The students read the words on the second card and do the gestures. Gesture for the class to say:

***AIM strategy!**

Teaching and reviewing with opposites enhances acquisition of words!



*AIM strategy!

If the class misidentifies a gesture use the AIM Strategy 'providing alternatives.' For example if you gesture 'puedo' and the class says: 'puede.' Re gesture puedo, then alternate **puede, puedo, puede, puedo** until students can identify the differences.

*AIM strategy!

Here, you are making important connections relating to language patterns. Use this strategy often with different patterns.

- **¡Muy, muy bien! ¡La clase lee muy bien! Ahora la clase pone la tarjeta aquí.**

Put the card on the board. Continue with the rest of the cards you have selected for today's game. Once you have finished introducing the words, gesture:

- **Toda la clase lee las palabras muy, muy rápido. Yo leo las palabras muy, muy rápido.**

Point to each of the words for the students to read the words together. This is a reading exercise and so gesturing is not required. Take one of the fly swatters, read what is on one of the cards, hit it with the fly swatter and say **golpear**. This should catch your students' attention! Now gesture and say:

- **La clase golpea, golpea las palabras. La clase golpea las palabras ¡muy rápido!** (Name of student) **se levanta y viene para aquí** y (name of another student) **también se levanta y viene para aquí.**

Give a fly swatter to each student. Gesture for the class to say to the two students at the front:

- (Name of first student) **mira las palabras y también** (name of second student) **mira las palabras. Ella mira, yo miro. Él mira, yo miro.**

Looking at the words, gesture for the whole class to say:

- (Name of first student) **no puede mirar a la clase** y (name of second student) **no puede mirar a la clase.**

If the students turn again to look at you, gesture that they must look at the words! Gesture for the whole class to say:

- **La clase hace y yo hago, la clase dice y yo digo. Hace, dice, hago, digo*.** **Yo hago los gestos y toda la clase dice las palabras. Cuando/when/cuando toda la clase dice la palabra, ¡(name of student) golpea y (name of student) golpea la palabra muy, muy rápido!**

Hit one of the words quickly to illustrate.

- **Si toda la clase dice: "hoy", ¿la persona golpea la palabra "camina" o la persona golpea la palabra "hoy"?**

The students say, with your gestural assistance:

- **Si toda la clase dice: "hoy", la persona golpea la palabra "hoy".**

Gesture for the whole class to say:

- **Entonces/so/entonces, el juego empieza.**

After playing this six to eight times, gesture for the class to say:

- **Ahora hay que/must/hay que parar de jugar* y yo elijo/choose/elijo otras dos personas. La clase elige, yo elijo, él elige, yo elijo.**

* Here, you will add the **r** gesture for the first time to the base verb **jugar**. This indicates that you and the students say the additional sound necessary, **ar**. Do this naturally and students will follow along.

Choose other students and repeat the game until the ten minutes are up, even if your students are really enjoying this game and don't want to stop! This way, they will look forward to the next time you play this game—and the same goes for every activity that you do in this program.

For the next game, keep the same words or change them. As this is a review game, your goal is instant recognition of the gestures and the words in print. This may be the first exposure to the printed form of Spanish words for your students, but because they already know the pronunciation and many of the letters in Spanish make the same sounds as they do in English, reading the words will not be a problem.



Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

**NEW
GESTURED
VOCABULARY**

(el/un) DVD

le

da

doy

(la/una) sección

se (as in 'one')

porque

escribe

escribo

(el/un) examen

estudia

estudio

lunes

martes

miércoles

jueves

viernes

sábado

domingo

septiembre

octubre

noviembre

diciembre

enero

febrero

marzo

abril

mayo

junio

julio



Handing out of DVDs (if applicable)

Materials needed: Student or teacher DVD for this kit, a TV, a DVD player or a computer and projector.

If you are not giving a DVD to students, show it to the class as an activity for reviewing gestures. This will provide a different model for your students and also will help break up the intensity of the beginning of this program, while providing them with the review that is necessary for success!

Junior high and high school students learn the vocabulary much faster when they are able to spend some time each week watching the DVD out of class time—at home or in the computer lab at school, during a spare period, at lunch time or after school. We recommend that each student has her/his own DVD. Below you will see how to introduce **Los gestos**. section, the first section that the students watch. Periodically throughout this first kit, please demonstrate other sections on the DVD and also review how to watch **Los gestos** at home.

Hold up a DVD and gesture for the class to say, modifying this text if necessary:

- **Este es un DVD. Ahora, toda la clase mira al DVD y yo también le doy un DVD a toda la clase. La clase da, yo doy, ella da, yo doy.**

Turn on the TV or LCD projector so that the students can see the menu screen from the DVD. Gesture for the students to say:

- **Toda la clase mira para aquí.**

Point to the screen and continue to gesture:

- **Hoy, toda la clase mira los gestos, entonces yo elijo “Los gestos”.**

Point to this title on the screen.

- **... en el DVD.**

Click on **Los gestos** on the menu screen.

- **Ahora yo elijo “Sección A” y toda la clase dice las palabras y hace los gestos.**

Play the first section of gestures that the students have already learned. Play through about ten words and then push “Pause” in order to question your students. Your goal is to show them a variety of ways of viewing their DVD at home so that they can best take advantage of this very useful language learning tool. Gesture for the class to say:

- **Toda la clase debe mirar el DVD en la casa/at home/en la casa. ¿Cómo se dice “have to”** en español?**

** See Program accommodations, next page.

Do the gesture for **debe** as you say **have to**, to help the students respond together, doing the gesture for **debe**:

- **Debe, debe, debe.**

Gesture for the class to say:

- **¿Toda la clase elige mirar el DVD o toda la clase debe mirar el DVD?**

Emphasize **elige** and **debe** in this question. As your students are not very familiar with questioning yet, please gesture the complete answer for them:

- **Toda la clase debe mirar el DVD. Toda la clase debe mirar el DVD en la casa porque/because/porque toda la clase debe tomar un examen/test/examen, (date of written evaluation, for example, el lunes, 20 de septiembre). Hay que estudiar para el examen/test/examen. Toda la clase hace el gesto y dice la palabra: estudia/study/estudia. La clase estudia. Yo estudio.**

Please point to the calendar provided in the kit when saying the date.

Gesture for the class to say:

- **Toda la clase debe mirar la Sección A* y debe memorizar las palabras. La clase memoriza y yo memorizo.**

A poster with the letters of the alphabet is provided with the kit. Whenever you refer to a letter, point to the poster. You may also review the entire alphabet with the students, and sing the song that accompanies it! The best way for students to learn the letter names is by your asking them to spell words repeatedly as you work with the language-manipulation activities and engage in creative writing. The students will learn both the letter names and correct spellings. This is modelled for you in the activities to follow.

** Program accommodations—the comprehension check

This is your first comprehension check. This technique is reserved for words whose gesture the students do not seem to understand. However, the first time that you use the technique, you must ensure comprehension of the new expression **¿Cómo se dice?** so that we choose something obvious, in order to bring meaning primarily to the question word. Comprehension checks and sandwiching are used less than 1/2 of one percent of the time overall and only in cases where the gesture used to teach a very limited number of new words is not iconic (natural) and appears difficult for the students to acquire. This occurs most often at the beginning

agosto
qué
memoriza
memorizo
(el/un) lápiz
mi
su
(el/un) nombre
(la/una) tarea
(el/un) armario
(el/un) calendario
(la/una) mochila
(la/una) fecha
ve
veo





Please do not explain the use of 'le' at this point. Simply gesture to say the word. Over time and with repetition, students will inductively come to see the pattern. At that point, we will show you how to make the rule explicit.

*AIM strategy!

of the program and is done so that the associated gesture is meaningful for the students. In this way, they are able to benefit from the kinesthetic, auditory and visual input of the gesture and the associated word which the teacher says and/or the students say exclusively in Spanish. Use this technique whenever it is useful, but use only those words that you feel the students may not understand. Immediately following a comprehension check, where a word has been used in English, all students must then say the word with you in Spanish, in order for the meaning to be immediately transferred to the Spanish oral word and kinesthetic/visual gesture.

Ask the above comprehension check, then say and gesture:

- **¡Sí! Toda la clase** (encourage all to say and gesture): **debe, debe.**

Please stop the DVD before your students get tired of it. If they are really enjoying it, play to the end of the section. One good way to add humor is to pause the video at various points in the middle of a gesture.

Gesture for the class to say:

- **Ahora yo paro el DVD y yo le* doy un DVD a toda la clase.**
- **Este es un lápiz.**

Point to a pencil.

- **Lápiz. Yo tomo el lápiz y escribo, escribo. Yo escribo mi nombre. Mi nombre es** (your name). **¿Cómo se llama usted?**

Point to a student and then gesture for the class to say:

- **Yo me llamo** (name of student). **Entonces, usted se llama** (name of student). (Name of student) **escribe su nombre aquí.**

Point to an appropriate spot on the DVD case. Gesture for the class to say:

- **Cuando yo digo su nombre, usted viene para aquí y toma un DVD y dice: "Gracias". Entonces,** (name of student) **viene para aquí ahora.**

The student comes up, takes a DVD and proceeds to write his or her name. If she/he forgets what to do or didn't understand the first time, gesture the instructions again for the whole class to say. You may also act out each of the steps. Once you have handed out a few DVDs and your students are familiar with the vocabulary, ask several students to come up at once to collect their DVDs.

Once students have collected their DVDs and are settled, reiterate the fact that this is a homework activity and introduce the words **tarea**, **calendario** and **armario** in this meaningful context. Gesture for the class to say:

- **¿Toda la clase elige mirar el DVD o toda la clase debe mirar el DVD? Sí, usted debe hacer esto porque esta es la tarea/homework/tarea. Usted pone el DVD en su mochila y después en su armario/locker/armario. Usted toma el DVD para hacer la tarea en la casa. La clase debe mirar el**

DVD en la casa, entonces, hay que escribir eso en el calendario. Este es un calendario. Toda la clase hace el gesto y dice: calendario, calendario. Hoy usted debe mirar el DVD en la casa para la clase de español. La tarea para la clase de español es: mirar el DVD. Entonces, yo tomo el calendario y abro el calendario. Hoy es (*the day*) y la fecha/date/fecha es (*the date*). Point to the page on which they will write the Spanish homework in their agenda for today. Students must speak as you gesture, so that, as always, they are practicing in context, how to say these words.

- Ahora yo escribo: Mirar el DVD y los gestos de la Sección A en mi calendario aquí.

How to reinforce and provide variations on this homework during the next few classes

On the day that you introduce the DVD, show the actions, as above, without subtitles and then hand out the DVDs. On the next day, review what you did and then show the other ways of watching the DVD which require knowledge of the words. For example, show the play with no sound and turn around and gesture the words as you hear them. Look at the Spanish-English word list if you don't understand a word.

To instruct students with respect to the availability of subtitles, gesture for the class to say:

- ¿La clase mira los gestos solamente o la clase mira los gestos y ve las palabras también? La clase ve, yo veo, él ve, yo veo las palabras.

Show the students how to view the video with the subtitles on. Gesture for the class to say:

- ¡Ahora, la clase puede mirar los gestos con/with/con las palabras! ¡Yo puedo mirar los gestos con las palabras!

Important! Pad your activities with five to ten minutes of quick word/gesture review of all the words introduced so far. For example, gesture for the students to say: **Toda la clase dice las palabras y hace los gestos.** Then say the words that you have introduced up to and including Activity 7. This list is found in the Appendix in this book. A quick five- to ten-minute refresher after every two activities will help to reinforce and further embed the words and their gestures.



Please do not

introduce all the days and months in this activity. They are all provided here, as the date on which this activity is done will vary, depending on the day and month in which you introduce the program. Simply point to the calendar to identify the date on which you have decided to set your first written evaluation. Full introduction of days, and months, then year and finally the identification of date using the full terminology will occur soon. Part of the philosophy of this program is to ensure that students have easy, simple access into the language during the initial stages so that they feel successful and motivated—and only as much as they need or can handle.

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

**NEW
GESTURED
VOCABULARY**


enfermo
enferma
¡Qué lástima!
sobre
tiene
tengo
(el/un) sombrero
como
tres
cuatro
cinco
seis
siete
ocho
nueve
diez
pequeño
pequeña
grande
hay
mucho
mucha
(el/un) abrigo
(el/un) zapato

Word/gesture teaching and review

Materials needed for this activity: ten hats, one coat, two shoes.

Gestures for teaching grammar

In this lesson, you will be using the past tense again. You will not explain the formation of this tense for quite a while, but you will use the auxiliary and past participle naturally, whenever it appears in your speech. In a very few cases (e.g. **olvidé, encontré** etc.) students are taught the past participle form initially, as the verb is used with highest frequency in this tense. Whenever you use the past participle form in a past tense situation, use the gesture for the ending (é). Please see the DVD for examples of these forms.

Gesture, making sure that students say with you:

- **¡Buenos días a toda la clase! ¿Cómo está? Mal, bien, más o menos. ¿Y usted?**

Point to a student, saying and gesturing, encouraging the whole class to say with you:

- **¿Cómo está?**

Student responds, with your gestural support:

- **Bien (mal, más o menos, muy bien).**

If a student says **Mal**, gesture for the class to say:

- **¿Está usted enfermo(a)? ¡Qué lástima!**

Say this with lots of vocal and facial expression, and make sure that the students do as well! Use this expression at any spontaneous moment that you feel is appropriate.

Then the whole class says, to the next student, as indicated by you:

- **...¿Y usted? ¿Cómo está usted?**

Continue with this activity very quickly, for a couple of minutes. Encourage students to use the word **enfermo(a)**, by asking them *preguntas totales* including this word, where appropriate.

Say and gesture with lots of emotion (frustration, apology), ensuring that students identify your gestures and speak with you:

- **¡Ay, no! ¡Yo me olvidé! ¡Eso es loco! ¿Cómo se llama?**

Continue the above with a number of students as each responds, with your gestural support, if necessary:

- **Me llamo** (name of student).

All students should join in, chanting with you as you say and gesture for each consecutive student:

- **¡Ay, no! ¡Yo me olvidé! ¡Eso es loco! ¿Cómo se llama?**

Holding a hat in your hand, say and gesture each word, encouraging all to join in:

- **Toda la clase mira para aquí. Este es un sombrero. Toda la clase dice: “Este es un sombrero. Yo le doy el sombrero a (name of student).”**

Give the hat to a student. Gesture:

- **Ahora** (name of student) **tiene/has/tiene el sombrero. Él/Ella tiene el sombrero.** (Name of student) **le da el sombrero a** (name of other student). **Yo le doy el sombrero.**

Student gives the hat to the student. Gesture:

- **Ahora**, (name of student) **tiene/has/tiene el sombrero. Él/Ella tiene el sombrero. Él tiene, ella tiene.** (Name of student) **dice: “Yo tengo/ I have/yo tengo el sombrero.” ¡Él tiene, ella tiene, usted tiene y yo tengo!**

Encourage with the gesture **toda la clase**, for everyone to say with you. Repeat as many times as necessary until everyone has joined in. Then place it on the table, saying:

- **Yo pongo el sombrero aquí.**

While the hat is still on the table, say and gesture each word:

- **Yo pongo el sombrero aquí.**

Encourage all the students to do the gesture and say the word. Repeat a couple of times until all students are doing the gestures and saying the words:

- **Toda la clase dice: “Yo pongo el sombrero aquí.”**

Point to the ten hats on the table and count them with the students:

- **Un sombrero, dos sombreros, tres sombreros, cuatro sombreros, cinco sombreros, seis sombreros, siete sombreros, ocho sombreros, nueve sombreros, diez sombreros. Hay/there are/hay muchos sombreros.**

Pointing to a small hat, gesture and say:

- **Este es un sombrero pequeño.**

Point to a large hat and gesture and say:

- **Este es un sombrero grande. Pequeño, grande, pequeño, grande.**

Speak with lots

of expression! Do these reviews quickly! You should make sure that you reach Activity 12 (introduction of the play) by the end of the second hour of instruction!



If you can't

review all the words in ten minutes, then pick and choose what your students need to review most! Then design additional reviews for your students, based on the templates provided here. Your padding of whole-class activities is essential! See pages 42 and 43 for padding suggestions.

Be creative

with *¡Jovenes en acción!* Use the activities outlined in this book and then, taking those as a template, try to be as creative as you can with the students so that they become partners in the learning process. For example, help the class to make up their own sentences using gestures for the whole class to say!

Make sure that

this and all activities are fast-paced—complete the activity in ten minutes and then move on to the next!

To heighten awareness

of a new word and accelerate the learning of that word, use the following techniques:

- Pause on the word.
- Gesture it and say it slowly.
- Repeat it in the same or different contexts.
- Incorporate rhythm into the repetition.

*AIM strategy!

Emphasize the change to 'a' in the feminine form and relate it to **la**.



- ¡Oh no! Toda la clase mira los sombreros. Yo miro los sombreros. ¡Esto es loco! Hay/there are/hay muchos sombreros.

Then remove the hats, one by one, counting as you do.

- Yo tomo un sombrero, yo tomo dos sombreros, yo tomo tres sombreros, yo tomo cuatro sombreros, etc.

Do this until all the hats are off the table.

Holding a coat in your hand, say and gesture each word:

- Toda la clase dice: Este es un abrigo. Toda la clase dice: Este es un abrigo.

Encourage with the gesture **toda la clase**, for everyone to say and gesture with you. Repeat as many times as necessary until everyone has joined in. Then put the coat on the chair, saying:

- Yo pongo el abrigo sobre la silla.

Point to your shoe, saying and gesturing:

- Este es un zapato. Yo tengo/I have/yo tengo un zapato. Yo tengo dos zapatos.

Start counting the students' shoes. **Un zapato, dos zapatos, tres zapatos**, etc. Move around and change the speed of counting and announce:

- Rápido: cuatro zapatos, cinco zapatos. Despacio: seis zapatos, siete zapatos. Rápido, despacio.

- pequeño, grande, pequeño, grande

- El sombrero es pequeño. La tarjeta es pequeña* la, pequeña, el, pequeño. Pequeño, pequeña.

- Yo tengo dos zapatos. Toda la clase tiene dos zapatos. Usted tiene dos zapatos.

- Yo tengo un sombrero. Usted tiene un sombrero.

Introduction of the card routine

Materials needed: cards and a box to put them in.

The cards for this system are found in the Appendix of this book. Please photocopy a few sheets of cards before this class and cut them out. Please see the *Program Guide* for information relating to this very important system.

Handing out cards: the leaving routine for you to follow at the end of each class from now on

Point to a card (the ones you will begin handing out at the end of this activity) and gesture:

- **Esta es una tarjeta. La tarjeta es pequeña, no es grande, es pequeña.**

Just before students leave, gather them around you and focus their attention as you gesture (and say, where necessary) for the whole class to say:

- **Ahora, la clase de español se termina. Aquí hay tarjetas para la clase. Entonces/so/entonces, (name of student), si usted habla solamente en español en la clase y no en inglés, usted toma una tarjeta, escribe su nombre (name of student) aquí. Yo escribo. Usted escribe (name of student) aquí.**

Show the back of the card.

- **...y usted pone la tarjeta en la caja. (Name of another student), si usted habla solamente en español y no en inglés, usted toma una tarjeta, usted escribe su nombre, (name of student) aquí.**

Show the back of the card.

- **...y usted pone la tarjeta en la caja. Yo le doy una tarjeta, usted toma la tarjeta, usted escribe su nombre, usted pone la tarjeta en la caja. Mi nombre, su nombre, mi tarjeta, su tarjeta.**
- **¿Quién habla solamente en español?**
- **Si usted habla solamente en español, usted dice: “Yo hablo solamente en español. Yo quiero una tarjeta, por favor.”**

As students place the card in the box, train them to say:

- **Yo pongo la tarjeta en la caja.**

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

Activity 9

NEW GESTURED VOCABULARY



quién
(la/una) caja

Formative assessment opportunities

Watch the students carefully and make notes on the sheets in the *Assessment Activities Book!*

Let your students know

that you believe in them and won't give up! Expect that they will only use Spanish at all times and that they are capable of doing it!



Important! Take a few extra minutes to train the students when you introduce this routine, as shown in this activity. It does not take long for students to learn the linguistic routine and card system, and it soon becomes a quick one-minute end-of-class activity. Try to do this to a beat, like a rap!

Important! Pad your activities with five to ten minutes of quick word/gesture review of all the words introduced so far. For example, gesture for the students to say: **Toda la clase dice las palabras y hace los gestos.** Then say the words that you have introduced up to and including Activity 9. This list is found in the Appendix in this book.

A quick five to ten-minute refresher after every two activities will help to reinforce and further embed the words and their gestures for the students, so that they will be as successful as possible early in the program!

Please familiarize yourself

with the important partner/group component of the program by reading the *Partner/Group Activities Book* contained in this kit.



Introduction of the first simple partner/group activity—*word/gesture review in partners*

Important! At this early point in the program, it is a good idea to remind the students to speak in Spanish before every change in activity, and especially before each new activity. Gesture for them to speak as always!

Support for a new AIM teacher

1. Attend an AIM workshop before beginning the program and after every two kits that you complete. Your correct use of aspects of the program will be confirmed and you will fill in the gaps of information or aspects of the program that you may not quite understand. You will be shown how to move forward in the program as well!
2. Join our on-line PD for extensive ongoing training and networking opportunities with other experienced AIM teachers.
3. Locate or establish an AIM teachers' network in your area.

In this activity, you will introduce the first partner/group activity (**Actividad 1A**), where the students review, in partners, some of the words that have been introduced in the program. From now on, break up the intensity of the class by assigning a ten-minute partner/group block of vocabulary review for every 30 minutes of instruction. For this activity, please use the simple gesture review sheets, found in the *Partner/Group Activities Book*.

- * Please find an appropriate moment during this first partner/group activity where students move to sit in different parts of the room, to teach the expression **Debe cambiar de lugar**. Have some fun with the students by gesturing:
- ¡(Name of student) **debe cambiar de lugar!**
They should then get up and move to each other's spot. Do this with a few students so that the whole class practises saying the words as you gesture, and so that they visualize/kinesthetically internalize the meaning of the actions as students change places.

Multiple Intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language Skills

speaking; listening

Activity 10

NEW GESTURED VOCABULARY



cambia
cambio
(el/un) lugar*
pasa
paso
recoge
recojo
(la/una) carpeta
connmigo
por qué
escucha
escucho
(el/un) chico
(la/una) chica
excelente
hacia
(la/una) carta
(la/una) mamá
(el/un) papá
(la/una) puerta

Move at a fast

pace through these activities. Students will have plenty of opportunities for repetition to ensure acquisition. Remember each activity must last no longer than ten minutes!



*AIM strategy!

Make the link and provide alternatives for language patterns!

Handing out the folders

This is an appropriate moment for handing out the students' folders. Please read the information regarding the pocket folder system for this program in the *Partner/Group Activities Book*. Keeping all in-class work at school is highly recommended because work taken home may be lost or forgotten, and the success of partner/group work depends on having these activities every class. Students may also have binders for Spanish class that go home each day. These could include the *Páginas de actividad B* worksheets for homework and tests that have been written; photocopied reference pages from the *Partner/Group Activities Book* may also remain with the student, for reference (the play, word lists, songs, raps and other activities for at-home review).

Gesture for the whole class to say together the following:

- **Este es un lápiz. Yo escribo con un lápiz. Aquí hay otro lápiz. Este es otro lápiz.**
- **Yo paso los lápices.**

Hand out the pencils to a student.

- **Yo recojo los lápices.**

Collect the pencils from the student.

- **Esta es una carpeta. Esta es otra carpeta y ¡aquí hay otra carpeta! Hay muchas carpetas. Este lápiz, esta carpeta.***

Show all the pocket folders for the whole class. Gesture for the students to say:

- **Yo paso las carpetas.**

Hand out a few of the folders.

- **Yo recojo las carpetas.**

Collect those folders. Gesture for the class to say:

- **Toda la clase hace los gestos y dice las palabras conmigo/with me/ conmigo: la clase pasa, yo paso, la clase recoge, yo recojo, usted pasa, yo paso, usted recoge, yo recojo.***

Gesture for the students to say:

- (Name of student of your choice) **levántese, por favor y siéntese aquí.**

The student sits on a chair beside you. Gesture for the class to say:

- **Toda la clase hace los gestos y dice las palabras: yo trabajo/work/ trabajo con (name of student chosen). Yo leo las palabras y (name of student chosen) dice las palabras. Ahora toda la clase dice las palabras y hace los gestos conmigo/with me/ conmigo: leo, leo las palabras, trabajo, trabajo con otra persona.**

You will now model this activity with this student, to provide a concrete example to students.

- **Aquí yo tengo las palabras y yo leo. Yo empiezo ahora.**

Read the first word silently, do the gesture, and hopefully the student in the chair beside you will say the word. Continue down the list to the last word or phrase, doing the gestures and encouraging the student to say the words. Once you have completed the list, gesture for the students to say:

- **Cuando yo leo todas las palabras aquí...**

Point to the page with **Las palabras 1** at the top.

- **...yo leo las palabras a la otra persona y la otra persona hace los gestos y yo digo las palabras.** Now the student reads the words and does the gestures and you say the words.

Once you feel that students understand, send them off to sit in partners at tables or on the floor. Give out the first sheet containing words taught so far. If you have students with previous AIM experience, partner each one with a student who has no prior experience. This will allow the students with this knowledge to help you, as they will be your assistant teachers and will feel as if they have something important to contribute to the program. Let them know how much you appreciate their help! For other activities, pair an advanced student with other advanced students so that they may also have many opportunities to work at their own level.

Establish the partners before the class begins.

Gesture for the class to say:

- **Ahora, toda la clase dice las palabras y hace los gestos con/with/con otra persona de la clase.**

Practice the word **con** in the following way, gesturing for the students to say together:

- (Name of student) **trabaja con** (name of student who is his/her partner).
- **Y** (name of student) **trabaja con** (name of student who is his/her partner).
- **Y** (name of student) **trabaja con** (name of student who is his/her partner).
- **Y** (name of student) **trabaja con** (name of student who is his/her partner).

Continue until all partners have been assigned.

Recommendation for a class with students having differing levels of ability

***AIM strategy!**

AIM strategy!

Remember that when you gesture, the students speak with you, not after you!



Important! The second or third time your students do this activity, ask the partner who is reading the words to mark on the sheet the words that the partner did not know. When the activity is over, the students should come together as a class and you should see how many words they didn't know, and practice them again together. The students must realize that they are responsible for knowing the words. Make sure they practice over and over! **No sé el gesto/la palabra...**"

Discipline in Spanish

When teachers begin using *Jóvenes en acción!*, one of the challenges is to initiate and enforce the Spanish-only rule. This is made even more challenging when the students in the class do not behave appropriately. The teacher may say, "I spoke in English to my students because I had to." What this means is that at that particular time, the teacher didn't feel he or she had the skills to accomplish the task in Spanish or that he or she feels that if it had been done in Spanish, that the student wouldn't have understood. In fact, when situations arise where you have a real message to give to the student, this is the most important time for you to make sure that the communication stays in Spanish. Students will probably expect the teacher to break the rule and some may even try inappropriate behavior in class just so they can hear the teacher speak in English. Here are a few thoughts:

1. Junior high students generally know what it expected in school and they know when they aren't following the rules.
2. Even if the students don't understand the words you are saying, your tone of voice and your body language will let them know exactly what you think.
3. The expression **Hay que parar** works in lots of contexts and it's very comprehensible.
4. Within a few weeks of this program, if you are creative with the gestured vocabulary, you will have enough words to express everything you want to say.

As you gain experience with this program, you will find it easier to explain what you want in a spontaneous manner. This is a guarantee! Here are a few suggestions that contain vocabulary found near the beginning of the kit. If you are required to use some of these words before you have formally taught them, you may introduce them at this point. In fact, the best time to introduce a new word is when your students need it and are able to apply it right away! Just be sure to word sandwich or comprehension-check the new words that don't have an iconic gesture.



- ¡Toda la clase debe mirar aquí! ¡Toda la clase debe escuchar! La clase escucha y yo escucho.
- ¿Por qué/why/Por qué la clase debe escuchar? Hay que escuchar porque/because/porque la clase debe hablar en español ahora.
- ¡Oh no! ¡(Name of student) habla en inglés! Entonces, (name of student talking) cambia de lugar, viene y se sienta aquí.
- ¿Yo estoy contento(a) o no estoy contento(a)? Yo no estoy contento(a) porque (name of student) se levanta y ¡camina cuando yo hablo!

Don't forget to give lots of praise when the students begin doing what is asked! Always be specific, gesturing the behaviour that you appreciate.

- ¡Muy, muy bien, (name of student) dice las palabras!
- ¡Fantástico, (name of student) mira y escucha!
- ¡Toda la clase es excelente!
- ¡La clase trabaja muy bien!

Administration-related tasks in Spanish

The teacher-led script is written as in an ideal situation where there are no interruptions of any kind. Of course, in a real classroom, you may be asked to do a variety of things that have nothing to do with teaching Spanish, such as taking attendance, handing out newsletters, collecting forms, having a fire drill, or walking down to assembly. In this case, your goal is to accomplish them in Spanish. Here are some sample sentences to show you how these tasks can be accomplished using the PDL taught early on in the program.

Taking attendance:

- Ahora yo digo el nombre de todas las personas en la clase. Si la persona está aquí, él o ella dice: "Yo estoy aquí." Si la persona no está aquí, toda la clase dice: "Él o ella no está aquí." Si es un chico toda la clase dice: "Él no está aquí." y si es una chica, toda la clase dice: "Ella no está aquí."

Handing out newsletters:

- Esta es una carta/letter/carta. Esta es una carta para la mamá y el papá. Cuando yo digo: "Esta carta es para usted", usted debe decir: "Gracias." ¿Qué hay que hacer con la carta? Hay que poner la carta (describe where to put it, e.g. en la mochila).

If the students haven't learned the vocabulary yet for where the newsletters go, gesture for the students to repeat the new word and gesture a few times, since it will be a useful and necessary word in your classroom.





Collecting forms:

- **Esta es una hoja de papel.** (Point to another copy of the form you would like to collect.) **Yo quiero recoger las hojas de papel ahora.** (Name of student) **debe darme la hoja de papel y** (name of student) **debe darme la hoja de papel, por favor.**

Having a fire drill:

- **Toda la clase camina hacia la puerta y hay que parar de hablar. Toda la clase camina conmigo. ¿Hay que correr o caminar? Hay que caminar.**

Walking down to assembly:

Use the same sentences as the fire drill, as the students just need to follow you.

Be creative and use known vocabulary to invent your own sentences.



