

## Activity 8

### Multiple intelligences:

verbal-linguistic, interpersonal, kinesthetic, spatial

### Language skills:

speaking, listening



### NEW GESTURED VOCABULARY

*écoute*

*à/au/aux*

*(la/lune) porte*

*ouvre*

*ferme (le/un) livre*

*(la/lune) bouche*

*(les) yeux*

*une*

*excellent*

*excellente*

**Have fun with** the students.

Humour leads to motivation and helps you to really connect with them.

## Targeted gesture teaching and review

Gesture and the whole class says together the following words in italics, (with the exception of the new gestured words which you gesture and say).

- *Maintenant, tout le monde écoute* (your name). *Très, très bien!*  
*Tout le monde: Écoute, écoute.*

Go to the classroom door, point to it, saying and gesturing new words, gesturing only the known words:

- *Ça, c'est la porte. Tout le monde: Ça, c'est la porte. Tout le monde: Ça, c'est la porte.*

Do this until all students repeat all words with you, as you gesture them. Point to a student as you gesture for the class to say:

- *Lève-toi. Saute à la porte. Tout le monde dit: "Saute à la porte."*

Do the action with the child, only if necessary. Open the door, then say and gesture:

- *Ouvre la porte.*

Then close the door, and say and gesture to the student:

- *Ouvre la porte. Tout le monde dit: "(Name of student), ouvre la porte."*

Repeat this until the class says the words with you and the student opens the door. Then you close the door, saying and gesturing:

- *Ferme la porte. Tout le monde dit: "Ferme la porte."*

Open the door, then say and gesture to the student:

- *Ferme la porte. Tout le monde dit: "(name of student), ferme la porte."*

Continue until the class says these words with you and the student closes the door, then gesture for the class to say:

- *Très, très bien! Tout le monde dit: "Très, très bien!"*

Gesture for the class to say:

- *Tout le monde dit les mots et fait les actions: Ouvre, ferme, ouvre, ferme, ouvre, ferme. Très, très bien!*

Gesture (and say initial sound cue, if necessary):

- *Tout le monde écoute* (your name). *Très, très bien!*

**Make sure** that you don't necessarily gesture the entire sentence. Instead, allow the students to predict what you want to say by pausing before the end of any sentence that you think they would be able to complete. For example, gesture for them to say: "Après qu'on a finit de travailler avec toute la classe, on fait des..." The students say, "...activités".



## REMINDER

Have you used the birthday entry routine on a child's birthday?

Take a book. Point to the book, saying and gesturing for the class to say with you:

- *Ça, c'est un livre. Tout le monde dit: "Ça, c'est un livre."*

Open the book, saying and gesturing as the class says:

- *Ouvre le livre.*

Close the book, saying and gesturing:

- *Ferme le livre.*

Gesture for the class to say:

- *Tout le monde dit les mots et fait les actions: "Ouvre le livre, ferme le livre."*

Repeat until the class says and gestures the above words with you. Point to your mouth, saying and gesturing:

- *Ça, c'est une bouche. Tout le monde dit: "Ça, c'est une bouche."*

Open your mouth, saying and gesturing:

- *Ouvre la bouche.*

Close your mouth, saying and gesturing:

- *Ferme la bouche.*

Gesture for the class to say:

- *Tout le monde dit les mots et fait les actions: "Ouvre la bouche, ferme la bouche."*

Repeat until the class says and gestures these words with you. Point to your eyes, saying and gesturing:

- *Les yeux. Tout le monde dit: "Les yeux."*

Open your eyes, saying and gesturing:

- *Ouvre les yeux.*

Close your eyes, saying and gesturing:

- *Ferme les yeux.*

Gesture for the class to say:

- *Tout le monde dit les mots et fait les actions: "Ouvre les yeux, ferme les yeux."*

Repeat until the class says and gestures these words with you, then gesture for the class to say:

- *Excellent, tout le monde! Ouvre, ferme, ouvre, ferme, écoute, la porte, le livre, la bouche, les yeux, excellent!*

## Oral review

Your eventual goal in this review is to not say the words as you gesture, but only gesture them. 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. Try only initial sound cueing or silent cueing, and if the students can produce the word correctly, then your vocal support is not necessary.

Gesture and initial sound cue/silent cue, if necessary, and the students say together:

**Do this as quickly** as you can! The faster you gesture, the more students need to focus!

- *Tout le monde:*
- *Ouvre la bouche ou ferme la bouche.*
- *Ouvre le livre ou ferme le livre.*
- *Ouvre la porte ou ferme la porte.*
- *Ouvre les yeux ou ferme les yeux.*
- *Ouvre, ferme, ouvre, ferme, ouvre, ferme.*
- *Tout le monde écoute très, très bien!*
- *Maintenant, ça va mal.*
- *ou*
- *Ça va bien!*
- *ou*
- *Ça va comme ci, comme ça.*
- *Ça va très bien.*
- *Où est* (name of student)?
- (Name of student) *dit: "Je suis ici."*
- *Où est* (name of another student)?
- (Name of another student) *dit: "Je suis ici."*
- (Name of boy student close to you) *est ici. Il est ici.*
- (Name of girl student far from you) *est là-bas. Elle est là-bas.*
- *ici, là-bas, ici, là-bas.*
- *La classe parle très, très bien seulement en français et pas en anglais.*
- *La classe est fantastique!*
- *La classe commence.*
- *ou*
- *La classe est finie.*
- *oublié*
- *se rappelle*
- *Je veux sauter.*
- *Tu veux marcher.*
- *Il est* (point to and say name of boy student).
- *Elle est* (point to and say name of girl student).
- *Il est* (another boy student).
- *Elle est* (another girl student).
- *Si tu veux aller aux toilettes, tu dis:*
- *Est-ce que je peux aller aux toilettes?*
- *Est-ce que je peux boire de l'eau?*
- *fou*
- *Marche comme ça.*
- *Cours comme ça.*
- *Je cherche le livre.*
- *trouvé!*
- *Tu cherches la chaise.*
- *trouvé!*



- *Ça, c'est un chapeau.*
- *Mets le chapeau.*
- *Enlève le chapeau.*
- *Mets le manteau.*
- *Enlève le manteau.*
- *Mets le soulier.*
- *Enlève le soulier.*
- *Qu'est-ce que c'est?*
- *Qu'est-ce que tu dis?*
- *Excellent!*

## Kinesthetic review

In this activity, you say the list words, and the students say and gesture the words. Gesture and the whole class says:

- *Tout le monde fait les actions et dit...*

Begin by saying the word only, do not gesture. You may still have to repeat some of the words. 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!

You say:

- |                             |                              |                        |
|-----------------------------|------------------------------|------------------------|
| • <i>bonjour</i>            | • <i>c'est</i>               | • <i>s'assoit</i>      |
| • <i>au revoir</i>          | • <i>ça, c'est</i>           | • <i>doit</i>          |
| • <i>tout le monde</i>      | • <i>fantastique</i>         | • <i>parle</i>         |
| • <i>fait</i>               | • <i>quand</i>               | • <i>seulement</i>     |
| • <i>fait un cercle</i>     | • <i>la classe</i>           | • <i>en</i>            |
| • <i>je</i>                 | • <i>commence</i>            | • <i>maintenant</i>    |
| • <i>tu</i>                 | • <i>finit</i>               | • <i>pas</i>           |
| • <i>il</i>                 | • <i>boit de l'eau</i>       | • <i>ça</i>            |
| • <i>elle</i>               | • <i>si</i>                  | • <i>un</i>            |
| • <i>Comment ça va?</i>     | • <i>veut</i>                | • <i>une</i>           |
| • <i>dit</i>                | • <i>peut</i>                | • <i>chapeau</i>       |
| • <i>ça va</i>              | • <i>doit</i>                | • <i>soulier</i>       |
| • <i>bien</i>               | • <i>aller aux toilettes</i> | • <i>manteau</i>       |
| • <i>mal</i>                | • <i>est-ce que</i>          | • <i>met</i>           |
| • <i>comme ci, comme ça</i> | • <i>où est</i>              | • <i>enlève</i>        |
| • <i>et</i>                 | • <i>il est ici</i>          | • <i>fait</i>          |
| • <i>toi</i>                | • <i>non</i>                 | • <i>comme ça</i>      |
| • <i>saute</i>              | • <i>oui</i>                 | • <i>qu'est-ce que</i> |
| • <i>arrête</i>             | • <i>se rappelle</i>         | • <i>écoute</i>        |
| • <i>très, très bien</i>    | • <i>fou</i>                 | • <i>ouvre</i>         |
| • <i>marche</i>             | • <i>Je suis ici.</i>        | • <i>ferme</i>         |
| • <i>court</i>              | • <i>ici</i>                 | • <i>le livre</i>      |
| • <i>cherche</i>            | • <i>là-bas</i>              | • <i>la bouche</i>     |
| • <i>trouvé</i>             | • <i>tombe</i>               | • <i>les yeux</i>      |
|                             | • <i>se lève</i>             | • <i>excellent</i>     |



**Make this fun** and fast-paced!

**Important!** Do some kinesthetic gesture reviews of verbs only from time to time. Move through the review quickly with lots of expression. Try to cover all the verbs learned so far!

Scroll down for suggested answers



## **Activity Exploration: AIM as an Accelerative Program**

### **Suggested answers**

1. a) écouter, ouvrir, and fermer

b) 2 of them

c) 1 of them

d) As we are presenting just the third person singular (which is the same as the imperative form of the verb in the second person singular), it doesn't matter if the verb is irregular or regular.

e) If the goal of the program is for the students to learn to speak French, they must be provided first with the verbs and other words that are used most frequently in a classroom situation. The three verbs presented in this lesson are of very high frequency.

2. a) The teacher can connect with her students when she praises them by gesturing "très, très bien!". She can connect using encouraging body language when she asks students to open the door.

b) Some researchers have found a positive link between the students' achievement and the teacher's sincere, positive reinforcement. I have found similar things in my teaching.

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