

Activity 5

Multiple intelligences:

verbal-linguistic, interpersonal, kinesthetic, spatial

Language skills:

speaking, listening



NEW GESTURED VOCABULARY

maintenant
doit
parle
seulement
en
pas
(l') anglais
tombe
se lève
s'assoit



REMINDER

Speak with lots of expression!

Targeted gesture teaching and review

Say and gesture:

- *Maintenant, tout le monde doit parler seulement en français, et pas en anglais.*

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

- *Lève-toi.*

You also stand up with the student. You fall down with the student, while saying and gesturing, expressing the words with a falling expression in the voice, to indicate the action:

- *Tombe!*

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

- *Lève-toi.*

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, encouraging students to say with you:

- *Tombe, tombe, tombe.*

Ensure that all students say and gesture with you. If they don't, repeat the last instruction until the whole class is saying and gesturing:

- *Tombe, tombe, tombe.*

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

- *Lève-toi.*

You fall down with the student, while saying and gesturing, expressing the words quickly and with excitement, to indicate the action:

- *Tombe*

Say and gesture, slowly and distinctly:

- *On se lève.*

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

- *On s'assoit.*

making your voice fall slightly, and ensuring that the student follows your action and sits back down on the floor. 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, encouraging all students to say and gesture with you:

- *Tout le monde : Tombe, se lève, s'assoit, tombe, se lève, s'assoit, tombe, se lève, s'assoit.*

Do these reviews quickly!

You must reach Activity # 26 (introduction of the play) by the end of week two of the program.



Formative Assessment Opportunities

Watch the students carefully and make notes on the sheets in the Appendix! ▶▶



REMINDER

If you can't review all the words in ten minutes, then pick and choose what your students need to review most!

Please ensure that the appropriate emotional vocal expression is always present, 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:

- *Tombe, se lève, s'assoit.*

Oral review

Your eventual goal in this review is to not say the words, 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. You may even try only initial sound cueing or silent cueing, and if the students can produce the word correctly, then your vocal support is not necessary.

You gesture, and initial sound cue or silent cue, if necessary and the whole class says together:

- *Maintenant tout le monde dit : « Bonjour, comment ça va ? Ça va mal, ça va bien, ça va comme ci, comme ça ! Et toi ? »*
- *Je m'appelle* (your name).
- *Saute, saute, saute ! Arrête ! Très, très bien !*
- *On marche, marche, marche, arrête.*
- *court, court, court*
- *arrête, tombe, se lève, s'assoit, tombe, se lève, s'assoit, doit, peut, veut*
- *Si la classe parle très, très bien seulement en français et pas en anglais, c'est fantastique !*
- *Si la classe commence, je dis : « Bonjour ». Si la classe est finie, je dis : « Au revoir ! »*
- *ici, là-bas, ici, là-bas, ici, là-bas*
- *oublié, se rappelle, oublié, se rappelle*
- *fou*
- *Ça, c'est fou.*
- *très, très bien !*
- *où est.. ?*
- *Je suis ici.*
- *Tu es là-bas.*
- *peut*
- *Je peux aller aux toilettes !*
- *veut*
- *Je veux boire de l'eau.*

- *marche, marche, court, court, saute, saute, arrête*
- *bien, mal, comme ci, comme ça*
- *l'eau, boit, commence, finit, bonjour, au revoir*
- *Quand est-ce que la classe est finie ?*
- *Tout le monde doit parler en français.*
- *Très, très bien, tout le monde !*
- *La classe dit : « Au revoir » maintenant !*

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 les mots*

Begin by saying the word only, do not gesture. You may still have to repeat the word. 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:

- | | | |
|---------------------|---------------------------------------|--|
| • <i>je</i> | • <i>Je veux aller aux toilettes.</i> | • <i>ici, là-bas, ici, là-bas, ici, là-bas</i> |
| • <i>tu</i> | • <i>se lève</i> | • <i>oublié</i> |
| • <i>veut</i> | • <i>s'assoit</i> | • <i>se rappelle</i> |
| • <i>peut</i> | • <i>commence</i> | • <i>fou</i> |
| • <i>doit</i> | • <i>finit</i> | • <i>Je suis ici.</i> |
| • <i>marche</i> | • <i>bonjour</i> | • <i>très, très</i> |
| • <i>saute</i> | • <i>au revoir</i> | • <i>où est</i> |
| • <i>court</i> | • <i>Est-ce que je peux finir ?</i> | • <i>fou</i> |
| • <i>tombe</i> | • <i>je veux aller</i> | • <i>Tu es là-bas.</i> |
| • <i>est-ce que</i> | | • <i>où est</i> |
| • <i>si</i> | | |



Formative Assessment Opportunities

Watch the students carefully and make notes on the sheets in the Appendix!

