

But Can I Still Teach Grammar?

Voces Summer CI Conference

Allynn Lodge

Thursday, July 23, 2020 11:00 am

Differences between traditional approach and C.I.

Traditional	C.I.
Learning	Acquisition
Memorization of lists and charts	Language is used in context
Focus on form	Focus on meaning
Emphasis on accuracy	Emphasis on proficiency
Conscious	Unconscious
Heavy use of English	90% + target language usage
Shelters grammar	Shelters vocabulary
Output-oriented	Input-oriented
Heavy use of monitor in all modes	Monitor only when writing

¡Panorama Verbal!

- 1). Infinitivo:
(persona: _____)
2). Participio pasado:
3). Participio presente:

INDICATIVO

4). Presente	5). Imperfecto	6). Pretérito	7). Condicional	8). Futuro
9). Presente Perfecto	10). Pluscuamperfecto		11). Condicional Perfecto	12). Futuro Perfecto

SUBJUNTIVO

13). Presente Progresivo
16). Imperfecto Progresivo

14). Presente	15). Imperfecto
17). Presente Perfecto	18). Pluscuamperfecto

IMPERATIVO

19). tú - afirmativo	20). tú - negativo	21). Ud. - afirmativo	22). Uds. - afirmativo	23). nosotros - afirmativo
24). vosotros - afirmativo	25). vosotros - negativo			

▼ Introduction to *Nuestra historia*

Nuestra historia Level 3

Nuestra visión

Credits

▼ *Recursos del maestro* 🍎

Implementing *Nuestra historia*

The Importance of Stories, by Bryan Kandel

Activities for Comprehension, by Rachel Emery

Why Story Scripts?, by Jim Tripp

Themes and Essential Questions by Unit

Grammar Sequence

Acknowledgements

► *Recursos del estudiante* (Student Resources)

► *Unidad 1: ¿Qué es el arte?*

► *Unidad 2: Cruzando fronteras*

▼ *Unidad 3: En los tiempos extremos*

Can-Do Pre-Assessment

Introducción

En el fondo

▼ *Historieta 1: La llegada de María*

Table of Contents - From J. Connor's "Breaking the Spanish Barrier - Advanced"

X - Topics emphasized in Nuestra Historia III

Lección Uno (Con un mapa de México)

Vocabulario - adjetivos

- X El presente del indicativo
- X El pretérito
- X Los interrogativos
- Las conjunciones
- X Los pronombres personales

PRUEBA DE REPASO

Lección Dos (Con un mapa de España)

Vocabulario - adjetivos

- X El imperfecto
- X El pretérito y el imperfecto
- X El progresivo
- X Los mandatos informales
- Las preposiciones

Tortilla Pura

PRUEBA DE REPASO

Lección Tres (Con un mapa de Colombia)

Vocabulario - adjetivos

- X El presente perfecto
- X El pluscuamperfecto
- X El futuro y el futuro perfecto
- X El condicional y el condicional perfecto
- Los participios pasados como adjetivos

PRUEBA DE REPASO

Lección Cuatro (Con un mapa de Argentina)

Vocabulario - adjetivos

- X El presente del subjuntivo
- Los pronombres complementos
- X Los acontecimientos inesperados
- Las comparaciones iguales y desiguales

El día de las velitas

PRUEBA DE REPASO

Nuestra Historia (Focus)

- READING & CULTURE!!!
- Grammar appearing in context
- Activities that feature grammar

My Add-ons (Grammar w/ CI in mind)

- My **old** grammar notes w/ a vocab list of “verbs like gustar”*
- My **old** battleship game w/ CI**
- My **old** “Combo Mambo”
- My **old** “Find the errors” sheet
- New PQA’s (with focus on “verbs like gustar”)

**Used to happen at the start of unit, but “explicit notetaking” happens mid-way through or toward the end; grammar notes are not as exhaustive; supplemental vocab lists are not as long*

*** Changed the set-up of game to give all pieces of language*

La Guerra de los Barcos

2 3 3 4 5



¡Blanco!

¡Impacto Directo!

¡Barco Hundido!

Mis Barcos

	Bailar	Estudiar	Cantar	Viajar	Trabajar	Visitar	Preguntar	Hablar	Escuchar	Mirar
Yo										
Tú										
Él										
Ella										
Usted										
Nosotros										
Vosotros										
Ellos										
Ellas										
Ustedes										

2 3 3 4 5

¡Blanco!

¡Impacto Directo!

¡Barco Hundido!

Los barcos de mi enemigo

Before CI:

- Focus on form
- Students forced to produce correct conjugations based off the infinitive
- Students making lots of “mistakes”
- Negative input

After CI:

- Students given all correct pieces of language
- Students reading & producing “correct” forms
- Students hearing CI
- Bonus: fruit vocab!

GUERRA DE LOS BARCOS

2 3 3 4 5

[illegible]

COMBO MAMBO: ESTRUCTURA 1

Persona A: ¿A ti qué te parece(n) _____(cosa)_____?

Persona B: A mí me parece(n) ____ (adj)_____ ____ (cosa)_____.

Persona A: ¿A ti qué te parecen **los exámenes**? - *What do you think of tests?*

Persona B: A mí me parecen **importantes los exámenes**. - *Test seem important to me.*

Cosas	Adjetivos
1. Panera (u otro restaurante)	Inolvidable / Inolvidables - <i>Unforgettable</i>
2. La tarea de matemáticas (u otra clase)	Importante / Importantes - <i>Important</i>
3. Los gatos	Complicado / Complicada / Complicados / Complicadas - <i>Complicated</i>
4. Las vacaciones	Terrible / Terribles - <i>Terrible</i>
5. Los videojuegos	Bueno / Buena / Buenos / Buenas - <i>Good</i>
6. Taylor Swift	Malo / Mala / Malos / Malas - <i>Bad, evil</i>
7. _____ (otra celebridad)	Difícil / Difíciles - <i>Difficult</i>
8. Starbucks	Sencillo / Sencilla / Sencillos / Sencillas - <i>Simple</i>
9. Los medios sociales	Inolvidable / Inolvidables - <i>Unforgettable</i>
10. Netflix	Molesto / Molesta / Molestos / Molestas - <i>Annoying</i>
11. _____ (un programa de Netflix o televisión)	Interesante / Interesantes - <i>Interesting</i>
	Necesario / Necesaria / Necesarios / Necesarias - <i>Necessary</i>
	Innecesario / Innecesarios - <i>Unnecessary</i>
	Insoportable / Insoportables - <i>Unbearable</i>
	Talentoso / Talentosa / Talentosos / Talentosas - <i>Talented</i>



Presentación Oral – Flipgrid

Task completion <i>Did I follow the guidelines for the assignment?</i>	I completed some of what I was asked to do (Introduction, minimum 5 WEIRDO sentences, Conclusion)	I completed most of what I was asked to do.	I completed everything I was asked to do.	I exceeded the expectations of what I was asked to do.
Comprehensibility <i>Did people understand me?</i>	Some of my statements were difficult to comprehend, requiring considerable guessing on the part of the listener.	Most of my statements were comprehensible, requiring some guessing on the part of the listener.	My statements were comprehensible, requiring minimal guessing on the part of the listener.	My statements were easily comprehensible, requiring no guessing on the part of the listener.
Fluency <i>Did I speak with fluidity?</i>	My speech had long pauses and/or some of my thoughts were incomplete.	I was able to speak in complete thoughts, although there were a few hesitations.	My speech was continuous, with minimal hesitations.	My speech was continuous and smooth, with no hesitations.

Pronunciation <i>How was my accent?</i>	I mispronounced many vocabulary words.	I mispronounced several vocabulary words.	I pronounced most of the vocabulary words correctly.	I pronounced the words in my presentation correctly.
Grammar <i>How was my control of the grammar?</i>	I showed emerging control of language structures, with specific focus on the past tense and the imperfect subjunctive.	I showed a basic control of language structures.	I showed control of language structures.	I showed complete control of language structures..
Vocabulary <i>How extensive was my vocabulary?</i>	I used a limited number of words and phrases related to the topic, and didn't help my peers understand new vocabulary.	I used familiar words and phrases related to the topic.	I used a variety of words and phrases related to the topic.	I demonstrated an extensive vocabulary concerning the topic, & explained necessary vocab using circumlocution, gestures or pics.
Delivery in Online Format <i>How engaging was my delivery using a video format.</i>	I didn't look into the camera at all and did not make eye contact or show much personality.	I used minimal eye contact and had a flat affect.	I made some eye contact and had some awareness of the camera and my audience.	I look comfortable on camera and there is a sense that I am talking to and engaging my audience.

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