# **Classroom in a Box**

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> Before we get started....please take a Box & make a name card with your name & language.



Let's get to know each other...we're gonna be here awhile... Find a group of 4-5 total people who teach <u>the same language</u> as you teach, and find a table where you all can sit together.

# Why you're here...

#### My classroom could be awesome, but...

- I can't do this by myself
- I have no idea where to start
- I don't have the time to deal with that
- I never really thought about any of this before
- I don't have the money/budget/supplies etc. to deal with that
- My students don't care what my room looks like anyway, so...
- I don't think that how a classroom looks really impacts anyone's learning

What's the main idea of this workshop?

Your classroom environment should be personal, goal-oriented, language-rich, & interactive, not just for your students, but for you as well.

# I Cans for Today...

I can recognize and appreciate the value in creating a personal, goal-oriented, language-rich, and interactive classroom environment.

I can identify the features of a communicative WL classroom that make it personal, goal-oriented, language-rich, and interactive.

I can adapt some of Rose's classroom environment materials for my own language & level(s).

I can brainstorm additional brilliant and creative ways to make my classroom work for me and my students.

I can recognize and appreciate the value in creating a personal, goal-oriented, language-rich, and interactive classroom environment. How does this classroom make you feel?



# How about this one?



# I can identify some essential features of a communicative WL classroom.



Things you might have seen...

- Word wall
- Map
- Lots of Color
- Organization
- Calendar
- Flags
- Proficiency stuff
- Pictures
- Supplies
- Labels
- Daily Agenda
- Daily Objectives
- Sentence Strips (for Q&A)
- Grouped Student Desks

# I can identify the essential features that make a WL classroom personal.

Your classroom is personal because you make it personal.

## What's your language-learning story?



# Teacher Moment

I can adapt some of Rose's classroom environment materials for my own language & level(s).

#### <u>What's your story?</u> <u>Will you share it with your students?</u>

Take a 5 minutes at your table using the storyboard template to rough sketch out how you would tell your language story to your students.

Caption your sketches with TL sentences so you know what is the most important thing you want them to get out of the picture.

When the time is up, take turns sharing your storyboard around the table.

### Creating Safe Spaces: A Classroom Contract & "Nuestra Vida"

#### I will be RESPECTFUL

Spanish is not easy for everyone. Everyone acquires language at their own pace, and we are all working together. It takes a ton of effort and courage to learn a language. Disrespect of me or your peers in ANY FORM will NOT be tolerated. That includes laughing at each other's attempts to do Spanish, messing with each other's belongings or person, making jokes that could be considered hurtful to another person or group. Let me say again, disrespect of me or your peers in ANY FORM will NOT be tolerated. We are in this together to learn this language, and you can only learn in a safe space. We WILL NOT be terrible humans to each other in the process.

#### I will be PREPARED

You are expected to come to class on time, with all necessary materials. You are expected to turn in your work on time. You are also expected to make preparations for the days of class you are going to miss (for whatever reason) by contacting me and scheduling time to make up assignments. If something goes horribly wrong in your life that affects your preparedness in my class, I expect that you will talk to me. I am a reasonable person, I

promise.

#### I will be DILIGENT

Acquiring a second language takes lots of work. Diligence means taking notes in class. Remember, what I write, you write. Diligence means giving your best effort to SPEAK in Spanish even when it's hard and you think it might come out sounding funny or wrong. Diligence means doing your extension activities with fidelity even though you might not want to or see the point. Remember, the more Spanish you can expose yourself to, the quicker you will be able to make progress in the direction of actually being able to use the language.

#### I will be PROACTIVE

Ultimately, you are responsible for your own learning. If you don't understand, you have to ASK! I can help you: that's why I'm here. (I've done this before...for 14 years of my life, actually) If you don't ask, I don't know you're lost. Even in our small classes, you know you can fake it well enough to not draw attention to yourself. Please don't do that. It doesn't help either of us. If you don't want to ask during class, ask after class, but ASK! I will always make time to help you. I am free 1st, AP, 4th, 6th, and 8th periods, and by email.

I understand the expectations of Sra. Rhodes' Spanish II, and agree to abide by them for the benefit of my own learning as well as the that of the people around me.

Date

# Teacher Moment

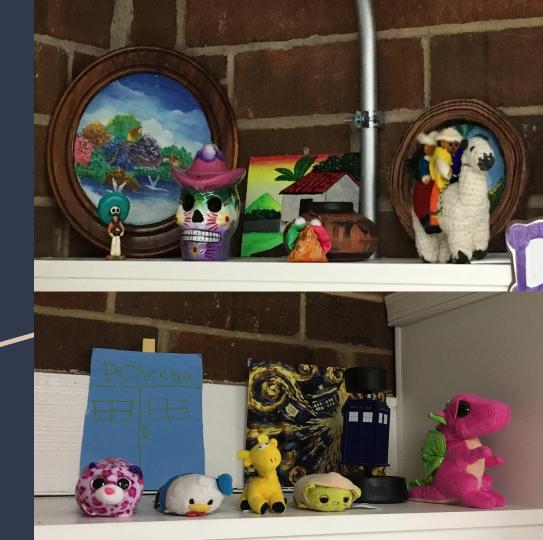
I can adapt some of Rose's classroom environment materials for my own language & level(s). What's important to you?

What goes in a classroom contract?

What drives you insane?

What are your building's non-negotiables?

A little bit of "stuff" goes a long way in telling your story.



# Teacher Moment

I can adapt some of Rose's classroom environment materials for my own language & level(s).

#### My 3 Favorite Fun Things Are:

1. 2.

3.

I could share that with my students by...

# Teacher Moment

I can adapt some of Rose's classroom environment materials for my own language & level(s).



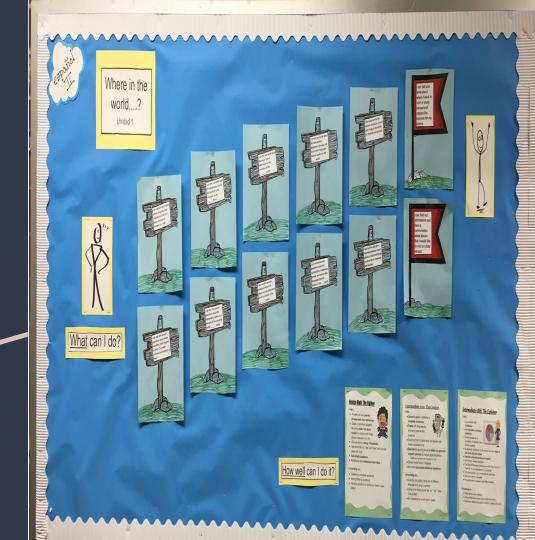
My favorite Kahoot!

Go to kahoot.it and enter this code:



# Let's take a break!

See you back here in 5 minutes! I can identify the essential features that make a WL classroom goal-oriented. How do we help our students know where they're going?



### **Confession Time:**

This was NOT my strength last year, and my kids felt stressed and uneasy because of it. It is my personal goal for this year to help them have more solid stepping stones.



## Proficiency Posters: <u>How Well</u> can I do this?

# Teacher Moment

I can adapt some of Rose's classroom environment materials for my own language & level(s). **Could your students answer** 

these questions?

#### If not....why not?

- 1. What is a proficiency level?
- 2. What is the exit level of this class?
- 3. Why are you doing \_\_\_\_ activity?
- 4. What mode of communication are you doing right now?
- 5. What does Novice High\* work look like?

\*choose your proficiency level

#### Proficiency 101: Modes of Communication For Kids!





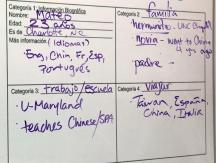
#### Proficiency 101: Modes of Communication For Kids!

# Personal Narrative: Superior/Native

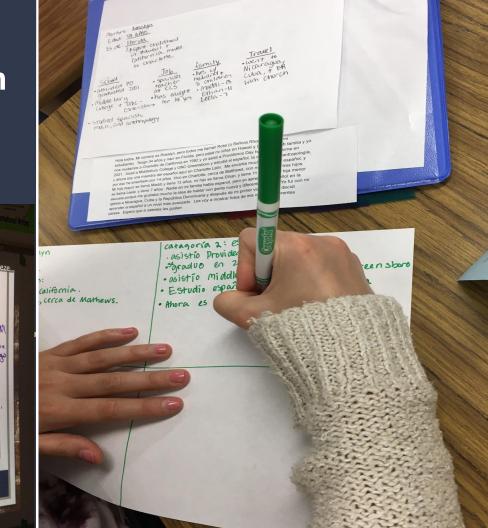
persona habla de su vida.

**Escribe** las detalles que puedes entender.

Organiza las detalles en categorías como las de la caja de tu corazón.



MARY CONSIGN METH



## Proficiency 101: Proficiency Levels For Kids!

#### **Intermediate Low: The Creator**

I can...

- Generally speak confidently in complete sentences.
- Create with language by answering open-ended questions



- Speak so that my classmates and teacher can mostly understand me.
- Describe things and people in detail and give and support opinions on various topics/situations
  - Clarify your opinions with "because" or "but"
- Correct myself when I misspeak
- Ask some appropriate follow-up questions

#### I'm working on...

- Quantity and quality: using lots of different language and using it correctly
- Using more linking words like "so," "but," "then," "before/after"
- Not hesitating too much when I speak

Proficiency 101: Proficiency Levels For Kids! Modes of Communication Quiz 9/1/17 clase:

#### Parte 1

Read the following I Can Statements and decide what mode of communication is addressed. Circle the word or phrase that led you to that conclusion.

I can determine if I am hearing an announcement or an advertisement.	
I can write a personal narrative using words, memorized phrases and sentences.	
I can exchange information about subjects of special interest to me	
I can express my needs and wants.	
I can locate places on city maps.	

#### Parte 2

Read the following scenarios, decide what mode is being used, and justify your answer.

Buy groceries at Harris Teeter. Answer the person's questions politely when they ask you for your VIC card and "Is plastic ok?"	
Give a speech running for StuCo representative.	
Watch Bob Esponja for the 50th time and write down all his catchphrases that you understood.	
Send an email to me Sunday @midnight explaining why you didn't do any of your Extension Activities this week.	
Make a poster in support of the victims of Hurricane Harvey to go with your lemonade stand you are going to run to raise money for them.	

#### Parte 3

When did we do this? Write a task or activity that we have done that fits each mode of communication.

IS:	п.:	IR:
PS:	PW:	200000000000000000000000000000000000000



can ask and answe estions about the can talk and write he topography, plants. aior tourists attractions nd animals of the the countries of the world ountries in the

I can talk and Write about Where I want to Visit or study abroad and explain the reasons for my Choice.

## Displaying "I Can" Statements

#### (color coded/pre-printed)



## Organizing "I Cans"

#### (stored by unit)



# Teacher Moment

I can adapt some of Rose's classroom environment materials for my own language & level(s).

#### **Think & Write**

How would I do this?

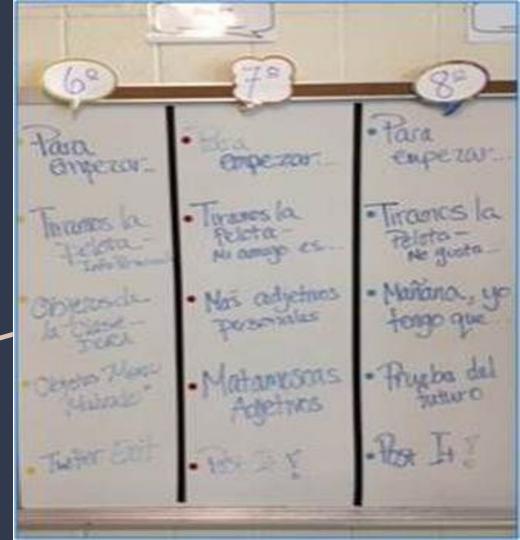
Is there a space in my room to display my I Cans?

Is there a place to store them?

Do I need a binder?

Is digital better for me?

## Agenda: Learning Sequence



## **Student Work**

#### (with assignment info & rubric)



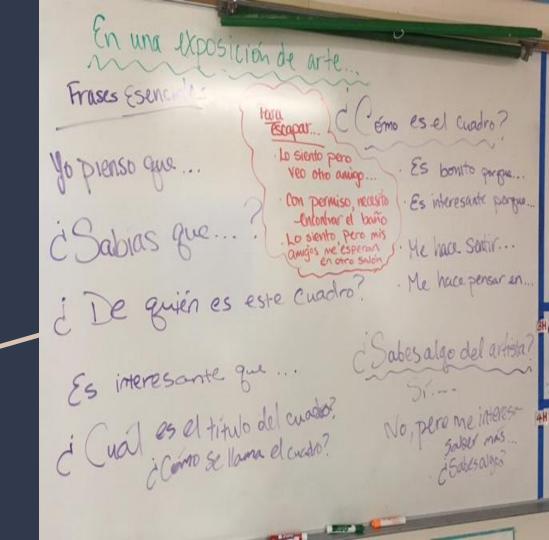
## Yoga Break!



Everybody stand up & follow my lead...no we're not going to do what she's doing...

## I can identify the essential features that make a WL classroom language-rich.

How do we help our students use more language more often?



I can adapt some of Rose's classroom environment materials for my own language & level(s). <u>Which of these have I heard of?</u> <u>Which of these do I already use?</u>

- 1. Red Words
- 2. Grammar Ppts for Reference
- 3. Question Words
- 4. Miscositas.com Passwords
- 5. Word Wall-unit based or billions of verbs
- 6. Word Wall City
- 7. Cultural Focus Wall- student created/me created?
- 8. Para Expresar..Mini.Posters about specific things
- 9. Questions/basic convo w/ q&a

### Word Walls can do work for you!

(directions, places, big flyswatter, listening board etc)





I can adapt some of Rose's classroom environment materials for my own language & level(s).

Let's take 10 minutes with this word wall, and edit it down for your particular content and level. Make a city you can use. If you don't need a city, take the template and just change out the images for a different unit or topic.

Country flags can do work for you!

(numbers, colors, animals, shapes, nationalities)



#### Cultural Focus Wall: Student-Created

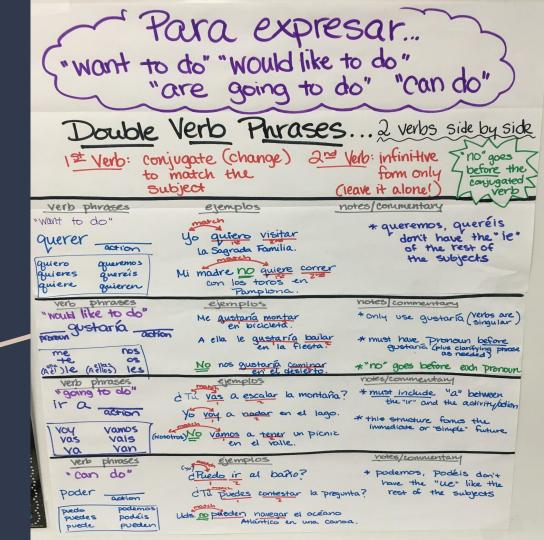
#### (Images & Info)



### Para Expresar...

Para expresar " <u>frequency</u> of events"
" <u>Frequency</u> of events"
Yo hago la tarea.
(5) Siempre 100 %
todo el tiempo100%
Casi siempre
✓ Con frecuencia
a menudo
(i) generalmente 60%
a veces
de vez en cuando 30%
pocas veces
ii) casi nunca
nunca Ø 7

#### Para Expresar...



### Error Correction Posters

Errores Problemáticos (español I) Me llamo K \_\_\_\_ Ne llamo. Me gusto \_\_\_\_\_ Me gusta \_\_\_\_\_. Me guston \_\_\_\_\_. Tengo un pregunto. V Tengo una pregunta SÉl no est aquí. VEl no está aquí.

I can adapt some of Rose's classroom environment materials for my own language & level(s). Do your kids' have patterns of error in the TL in your level?

<u>What do you wish they could just</u> <u>have a clear explanation on how to</u> <u>express?</u>

Take 10 minutes to think about those questions & create either an Error Correction or a Para Expresar poster about 1 topic. Use the big paper & markers.

## Yoga Break!

#### (or run to the restroom)



Everybody stand up & follow my lead...no we're still not going to do what she's doing...

## I can identify the essential features (or items) that help make a WL classroom interactive.

### Daily Slide

### Hoy es miércoles, el 13 de septiembre , día A.

AND WERE AND ADDRESS

#### METAS

 1.1 I can ask and answer questions about where countries, their capitals, and our CLS sister schools are located on a map.

•1.2 I can ask and answer questions about the topography, plants, and animals of the countries in the world.

#### MATERIALES

Papel de reflexion
Papel de la naturaleza
Mapas con topografía

#### TRABAJO PARA EMPEZAR

Escribe una reflexión sobre la prueba de ayer y este tema, contestando las siguientes preguntas:

1.1 I can ask and answer questions about where countries, their capitals, and our CLS sister schools are located on a map.

- 1. Can you do this?
- 2. Did you demonstrate that yesterday on the quiz? Why or why not?
- 3. What did you do (or not do) to prepare?

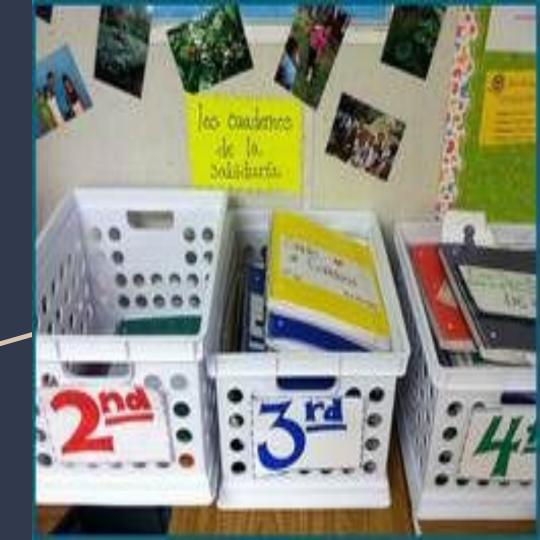
### Supply Station: Labeled in TL

Must haves for me: Glue sticks Skinny Markers Lots of Scissors

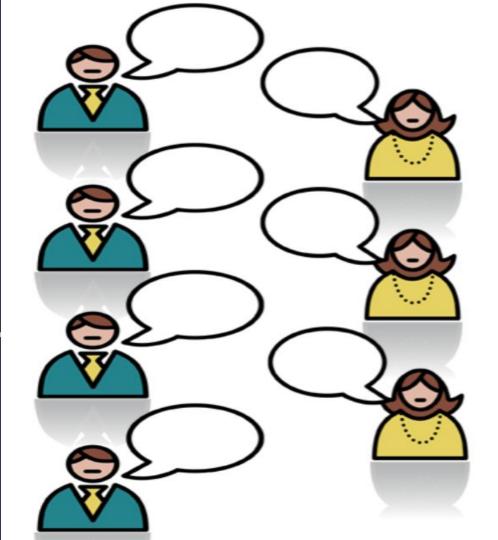
Bins from Walmart or Dollar Tree work great!



### Interactive Notebook



### Convo Bubbles



I can adapt some of Rose's classroom environment materials for my own language & level(s).

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Use the Convo Bubbles Template to create a set of Question & Answer Starters that you can use next week.

Think in terms of big question then follow up questions...students freak out about follow up questions

## **Convo Circle** Tables w/ Sheet Protectors



I can adapt some of Rose's classroom environment materials for my own language & level(s).

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Use the Convo Circles Template & Your Class Lists (if you can access them) to create your own class convo circles tables.

I know it seems simple, but it's one of the things you probably won't go back and do once you get to your real life.



(Dollar Tree/Goodwill)

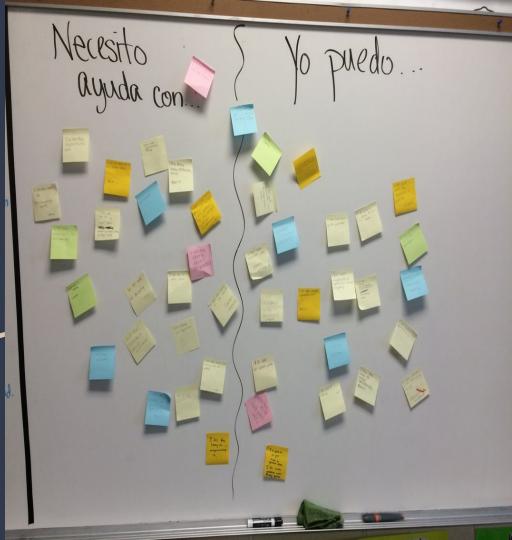




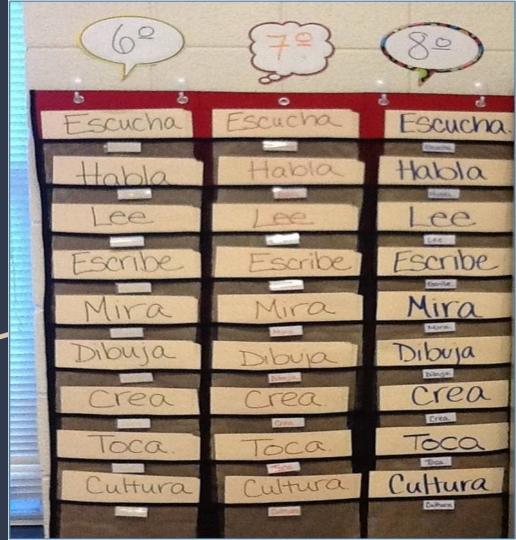
(\$5 off-brand ones from WalMart)



## **Post Its!**

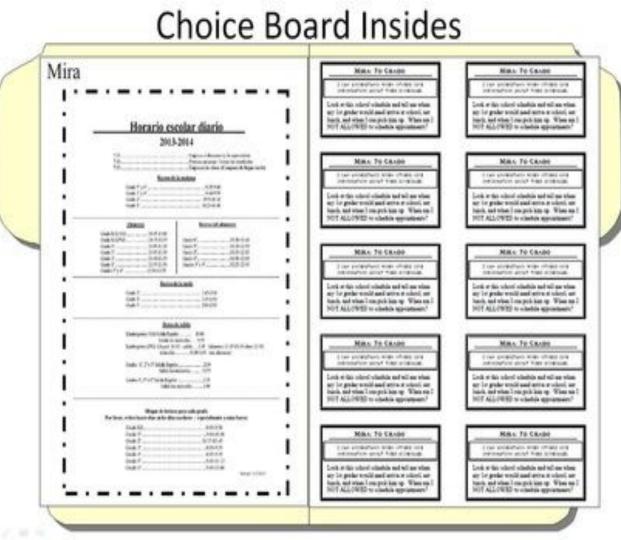


### Choice Boards! (digital or physical)



### Choice Board Insides

#### **Skills & Tasks**



I can adapt some of Rose's classroom environment materials for my own language & level(s).

(Bonus)

Let's do some work!

Open your folder to the Choice Board Activities draft doc, and let's see what we can come up with.



#### Let's take a break!

## See you back here in 5 minutes!

When you come back in, pack up your stuff and get ready to meet some new people!

## I can brainstorm additional brilliant and creative ways to make my classroom work for me and my students.

I can brainstorm additional brilliant and creative ways to make my classroom work for me and my students.

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#### 7 Corners

Grab all of your things & Go to the "Corner" that you would like to work on the most. Once you're at your corner, Introduce yourself to the people you meet there, and tell them why you picked that corner.

- 1. Word Walls
- 2. Choice Boards
- 3. Goals, Signposts & Printable I Cans
- 4. Para Expresar Posters
- 5. Jenga Questions
- 6. Classroom Contract
- 7. My Language Story

I can brainstorm additional brilliant and creative ways to make my classroom work for me and my students.

#### Step 1: Find a Seat

Take your new friends to a table, make a table tent with the card stock there that says which activity you're working on and what languages are represented.

#### Step 2: Get to Work!

Work with your table on brainstorming & creating the version of that activity that will help you the most in your world.

### **Presents!**



I've left you some extra "after the session" presents if you'll follow the links inside! As promised...a classroom in a box!



Thank you so much for spending some time hanging out and working on your Friday night!

Please take 3 post-its and on the big papers near the door, let me know:

- 1 thing you liked about this workshop
- 1 thing you're inspired to try in your own classroom
- 1 thing you still have questions about.

Hope this helps! Have fun!

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