

Maximizing Oral Production in the Immersion Classroom

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One School, Many Campuses



New York City	São Paulo	Shenzhen	Avenues On-line
<ul style="list-style-type: none"> ❖ N-12 independent school ❖ 50/50 one-way bilingual immersion (N-5) ❖ English is the L1 for the majority of students, and either Spanish or Chinese is the L2 	<ul style="list-style-type: none"> ❖ Small World-12 independent school ❖ Full immersion SW-K ❖ 90/10 one-way immersion 1st-12th grades ❖ Portuguese is the L1 for the majority of students and English is the L2 	<ul style="list-style-type: none"> ❖ Small world-K independent school ❖ 60/40 one-way immersion ❖ Chinese is the L1 and English is the L2 	<ul style="list-style-type: none"> ❖ Small world-K independent school ❖ Students spend one hour per day in their language study (immersive lesson model) ❖ English is the L1 and there are 50+ languages offered as L2

¡Mentiroso! 1 Truth and 1 Lie



1. I've visited all 50 states.
2. I lived abroad for 20 years.

¡Mentiroso!
¡Mentirosa!

Yo creo que... fue la
mentira porque...

Mentiste cuando dijiste
que...



1. My favorite app on my iPhone is Tik Tok.
2. I won the women's snowboard slalom in college.



Our Goals for Today

- Discuss the importance of setting clear expectations for language use
- Share strategies to motivate students to reach these expectations
- Share resources and tools to help students improve both the quantity and quality of their language output
- Make an actionable plan for yourself



The level of oral output in my classroom is sufficient enough for students to reach native-like proficiency in the L2.



I agree with this statement because...

I think this statement is true because...

I concur with sentence because...

I disagree with this statement because...

I think this statement is false because...

My beliefs and experiences contradict this statement because...

How and when might you use this?

- The wrong answer to a math problem
- An opinion about a character in a book
- An opinion about current events
- Minecraft is the best video game in the world
- Soccer is a better sport than basketball

- Introduce a topic
- Elicit and frontload vocabulary
- Practice language already taught
- Warm up or morning meeting activity
- Assessment



Maximizing Oral Production

Expectations

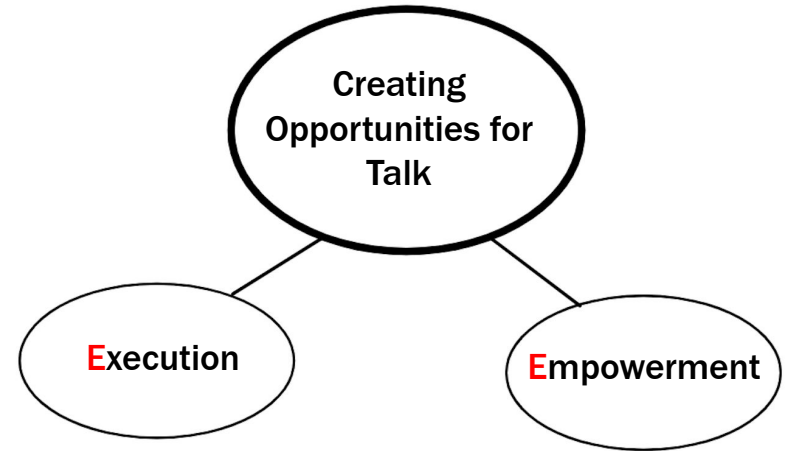
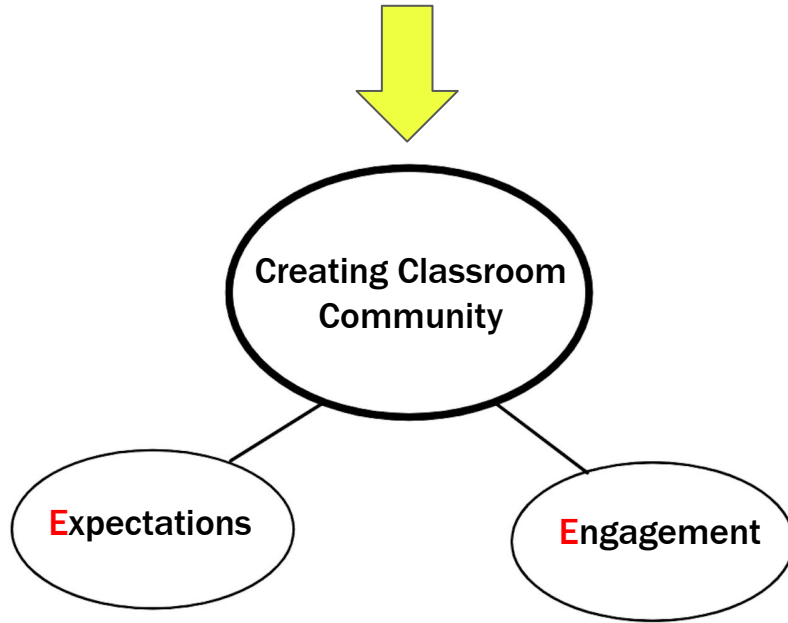
Engagement

Execution

Empowerment



Maximizing Oral Production





Setting up the Classroom Community



Expectations

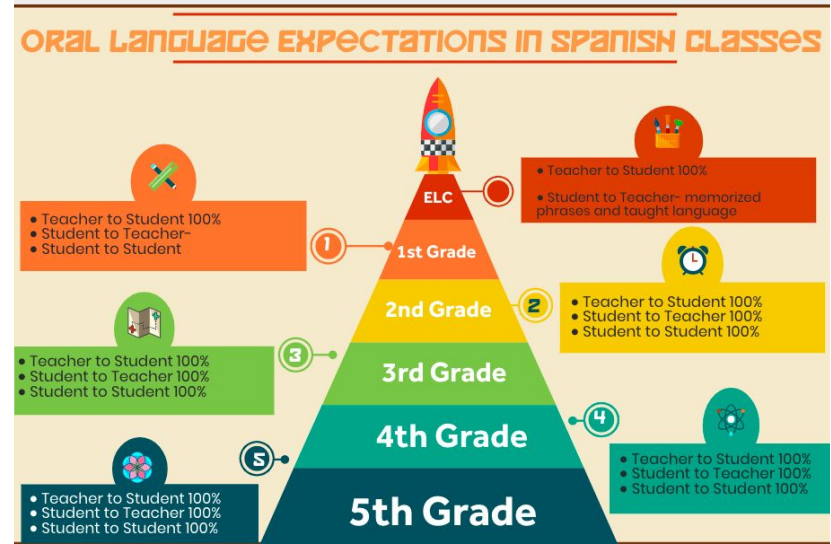
Have discussions with team teachers **BEFORE** students arrive to make big decisions about language expectations

- What are expectations for speaking only in L2?
 - Grade-wide
 - Division-wide
 - School-wide
- What are language expectations between teachers, students, etc.?
- What happens when a student slips into L1?



Expectations

- **Teacher-to-Student**
 - Non-negotiable
- **Student-to-Teacher**
 - Almost always or with support
- **Student-to-Student**
 - During academic times with support
 - During unstructured times
- Share expectations clearly with students
 - Beginning of year
 - Reminders for every lesson
- Set bite-sized goals
 - Start with 1-5 minutes of TL only
 - Increase stamina each day



Engagement

Facilitate class discussions about language expectations

- Why is it important to speak in TL?
- What do you can you do when you can't think of the word in TL?

Discuss benefits of bilingualism

- Read alouds

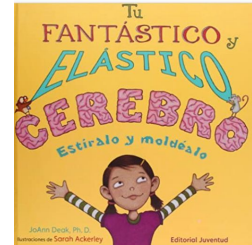
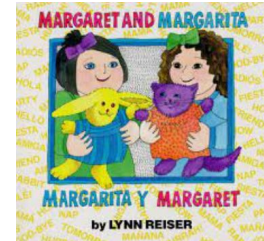
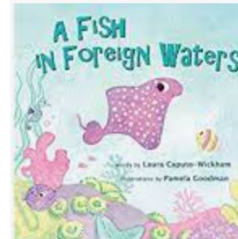
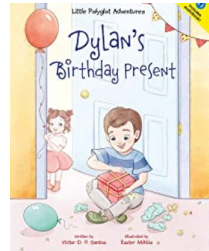
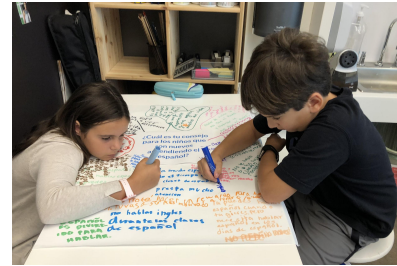
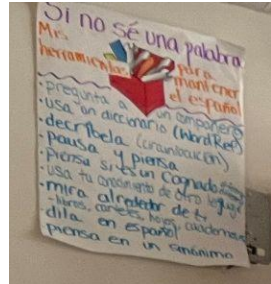
Calculate Time in TL

Empathize with students

- Share personal experiences with photos

Encourage risk-taking

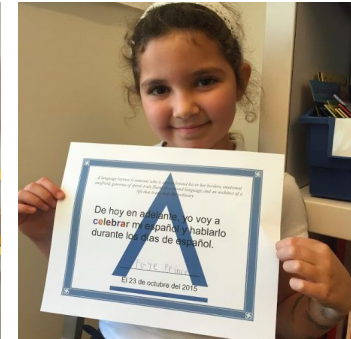
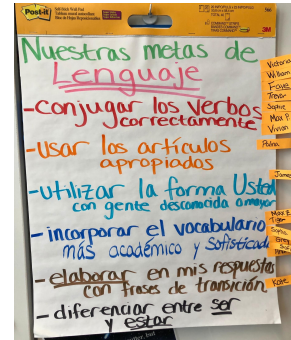
- Celebrate errors



Engagement

Intrinsic Motivation

- Language pledge
- Students set long-term goals in September
 - Re-evaluate in January & April
- Have students self-assess their short-term language goals periodically throughout the year based on language goals that have specifically been taught
- Have students reflect on & celebrate their growth
 - From first day of this year
 - From beginning of immersion



Mi promesa de lenguaje

Quando empecé en Avenues no sabía español y cuando los profes hablaron en español no sabía que ellos estaban diciendo. No entendí nada. También cada día necesito preguntar cómo decir una palabra 35 veces en un día. Ahora yo entiendo que los profes están diciendo (usualmente). Ahora yo solo pregunto como decir una palabra 6 veces en un día. Ojalá que yo pueda mejorar mi fluidez y hablar en español sin parar. También quiero expandir mi vocabulario así que yo puede decir palabras complicadas y también entender las. Además quiero leer libros y entender todas las palabras y si no puedo entender los todos uso mi conocimiento de los otros partes de del libro para entender lo. Yo no dejaré hablar mi español. Trataré hablar muchísimo español con mi hermana y mi hermano. También podría empezar enseñar mi mamá y mi papá español. Yo intentaré leer muchos libros de mi nivel. Tal vez podía ir a una paiz que habla español por un semestre. Yo prometo hablar español con mis amigos, mi profe, y mi familia. Voy a leer muchos libros en español y usar WordRef si no sabe una palabra. Voy a continuar usar mi español a la mejor de mi habilidad.



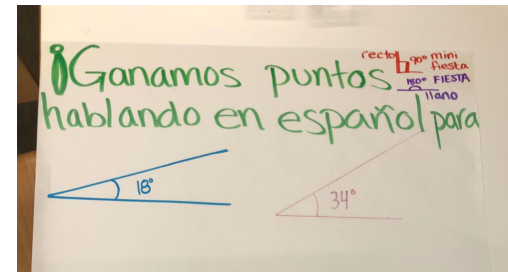
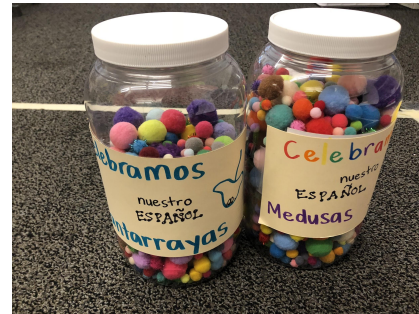
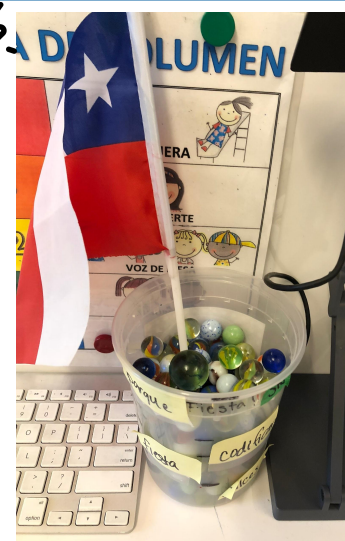
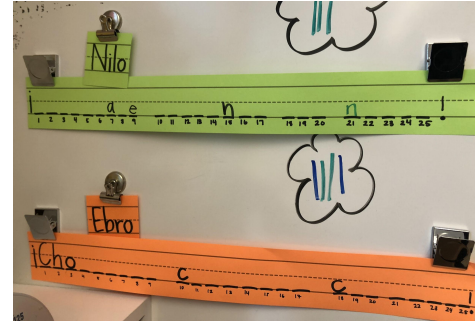
Isabel Tracy



Engagement

Extrinsic Motivation

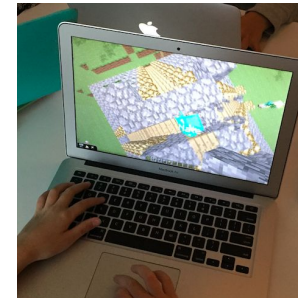
- Reward system for speaking only in L2
- Sustainable
- Class-wide
- Get to first prize quickly
 - Lots of praise first few days & weeks of school year
- Marbles, rulers, points, etc.
- Students create prize
- Increase expectations throughout the year



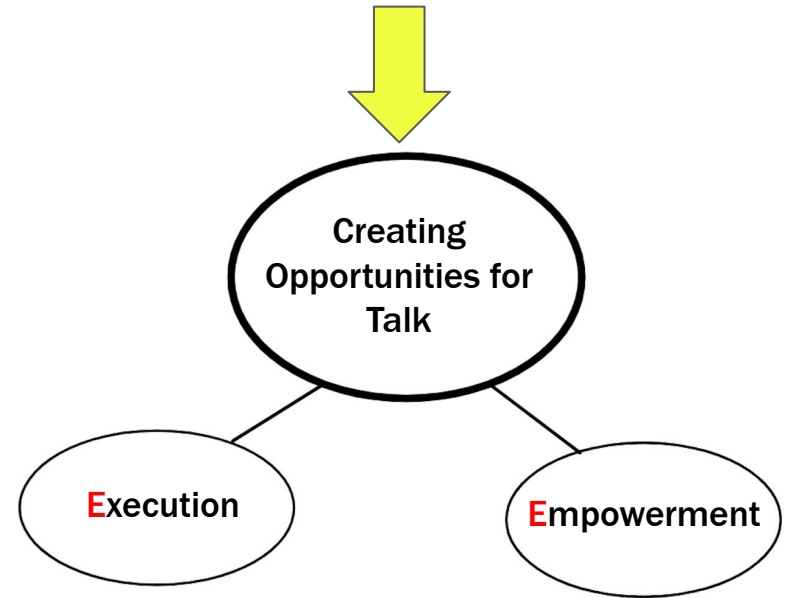
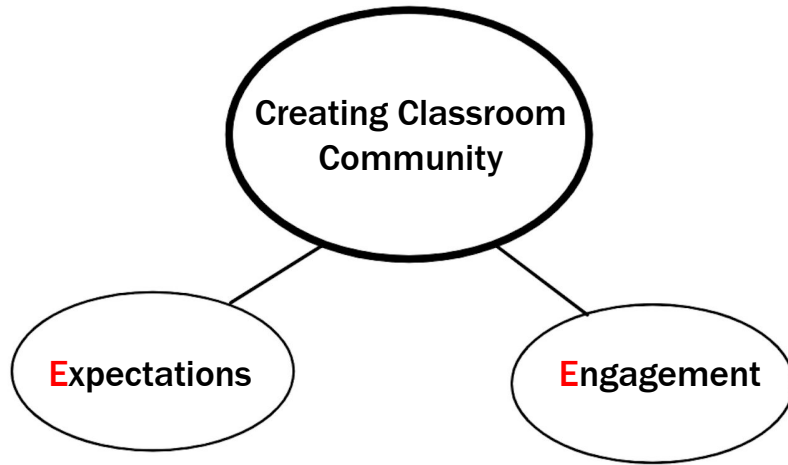
Engagement

Make it fun!

- Games
- Hands-on activities
- High interest topics
- Personalize lessons
- Music
- Food
- Character - Costume bin
- Pop culture
- Community connection
- Human connection



Maximizing Oral Production





Creating Opportunities for Talk



Execution

Authentic Communication Task

 Content Goal

 Language Goal



Execution

Content Goal	Students can retell the texts they read.
Language Goal	Students can correctly use the past tense in the 3rd person singular and plural.
Authentic Communication Task	Retell and guess <ul style="list-style-type: none">• Student retells a text and their partner has to guess what story it is

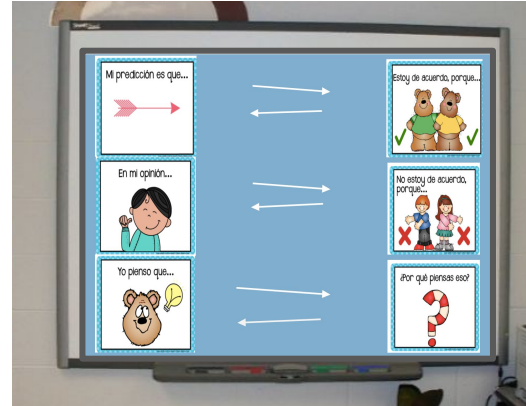


Empowerment

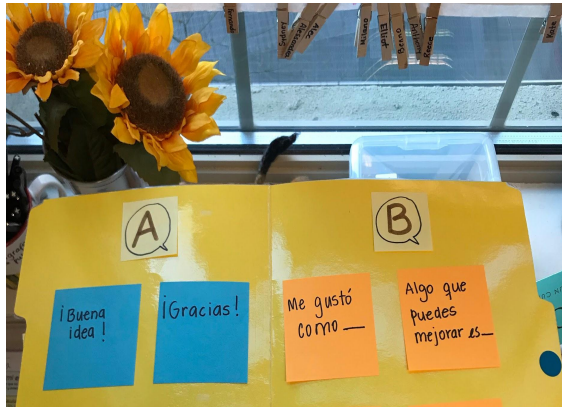
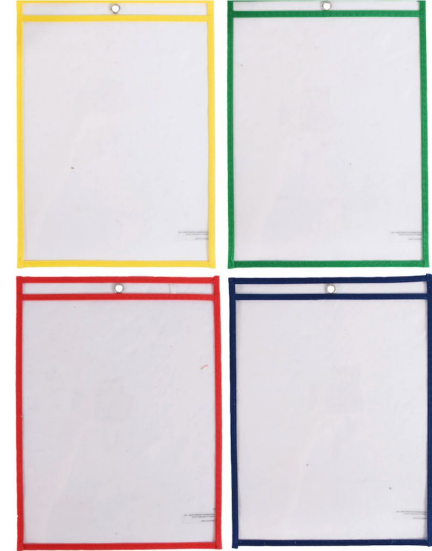
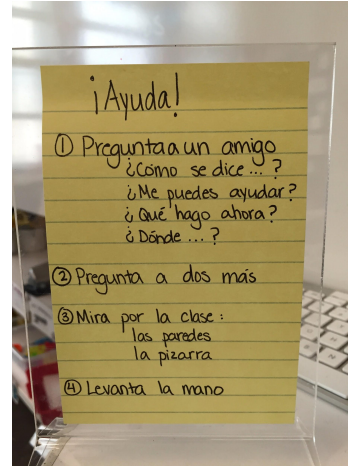
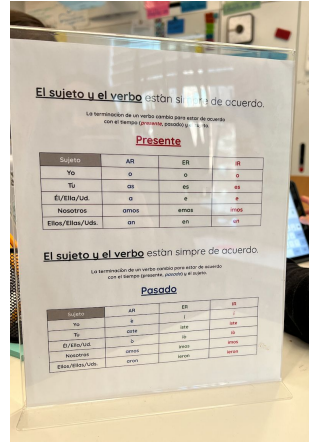
- Scaffolds
 - What language will students need to carry out this task successfully?
 - How will students access the scaffolds?
 - How will you differentiate?



Empowerment



Empowerment



Execution

Content Goal	Students can retell the texts they read.
Language Goal	Students can correctly use the past tense in the 3rd person singular and plural.
Authentic Communication Task	After reading the text students <ul style="list-style-type: none">• Retell a text and their partner has to guess what story it is



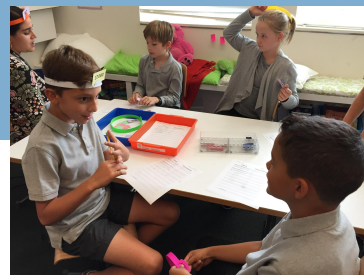
Empowerment

	AR	ER	IR
Caperucita Roja	caminó llevó	vió puso	sintió dijo
Los Tres Ositos	probaron se tumbaron	corrieron comieron	dijeron fueron



Primero
Luego
Después
Entonces
Al final

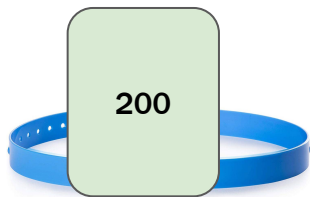
Math



Content Goal	Place Value: Students can count and compare numbers up to 10,000,000
Language Goal	Students can correctly conjugate the verb tener in 1st and 2nd person singular. ¿Qué número tengo? Tú tienes... Students can orally express 7-digit numbers in TL.
Authentic Communication Task	Find a partner. Student B: Ask, “What number do I have?” Student A: :You have _____. What number do I have?” Students decide if any of their digits share same value. Match up with someone who has a number that contains a digit with the same value.



Math



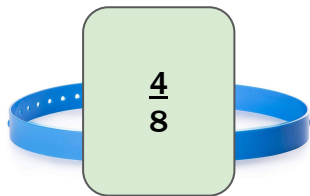
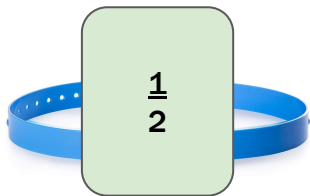
A: ¿Qué número tengo?

B: Tú tienes.....

A: ¿Qué fracción tengo yo?

B: Tú tienes.....

Es una pareja porque el valor del dígito 2 es 200.



A: ¿Qué fracción tengo?

B: Tú tienes.....

A: ¿Qué fracción tengo yo?

B: Tú tienes.....

Es una pareja. Son fracciones equivalentes.

Math

Content Goal	Geometry: Students can create different quadrilaterals and identify properties of each.
Language Goal	Students can give both positive and negative commands in the tú form. Students can accurately use mathematical vocabulary to name quadrilaterals and their properties. (vertex, sides, congruent)
Authentic Communication Task	Students work in groups of four to create quadrilaterals with string. Each student uses one finger to be a vertex to help create the quadrilateral. Students use negative and positive commands to tell students what to do.



Math

Move left!

Go right!

The **vertex** needs to be over here!

Put your finger over here!

The sides are not **congruent!**

Don't let go of the string!

This isn't a **rhombus!**



Reading

La Mariposa



Francisco Jiménez
Illustrated by Simón Silva



SCHOLASTIC

Content Goal	I can empathize with the character in order to understand the text.
Language Goal	I can use the correct form of the <u>past tense</u> to ask and answer <u>questions</u> about characters.
Authentic Communication Task	<p>Silla Caliente</p> <ul style="list-style-type: none">- One student sits in the “hot seat” and pretends they’re a character from a book- Students ask them questions (2nd person singular)- Student answers from the perspective of the character (1st person singular)



La Silla Caliente



La Mariposa



Francisco Jiménez

Illustrated by Simon Silva

SCHOLASTIC

¿Cuándo?	¿Quién?	AR	ER	IR
Pretérito	Yo	dibujé hablé	vi creí	me sentí viví
	Tú	dibujaste hablaste	viste creiste	te sentiste viviste
	Curtis Arthur Srta. Scalapino	dibujó habló	vió creó	se sintió vivió

¿Por qué robaste la chaqueta de Curtis?

¿Cómo te sentiste cuando..... ?

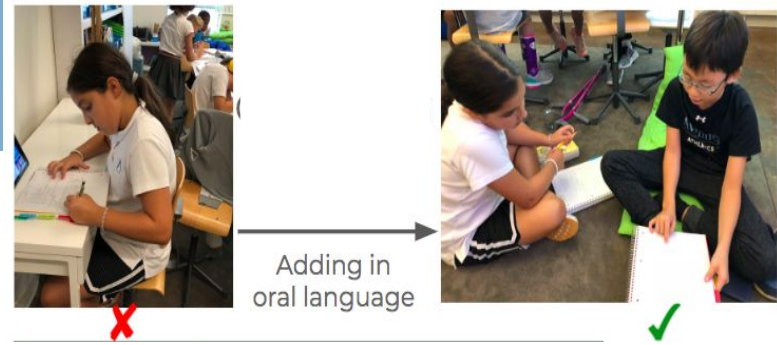
¿Te gustó.....?

¿Dónde.....?

¿Cuándo.....?



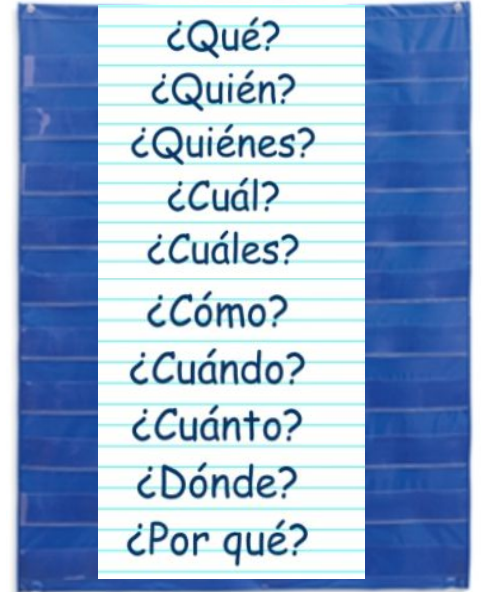
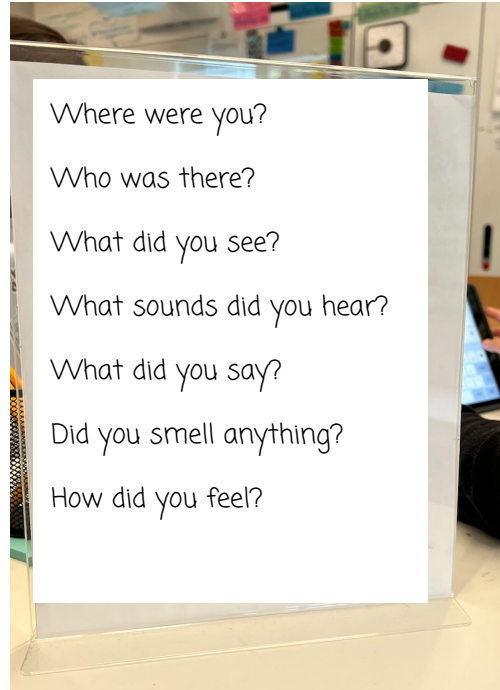
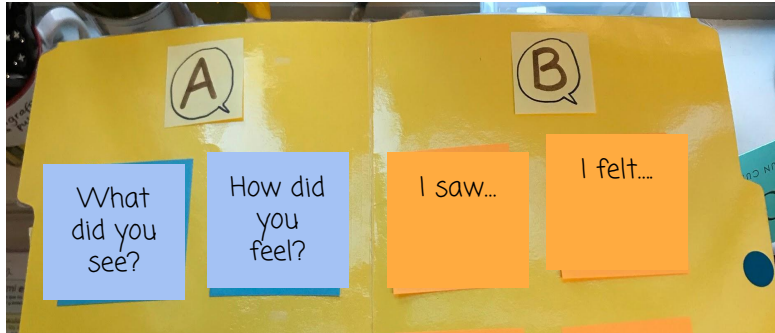
Writing



Content Goal	I can add sensory details to my writing to engage the reader.
Language Goal	I can use <u>question words</u> and the correct <u>interrogative structure</u> to correctly form questions.
Authentic Communication Task	Peer editing <ul style="list-style-type: none">- Student A shares their writing with their partner- Student B asks Student A questions about their writing to identify missing details- Student A responds and adds to their writing- Switch roles



Writing



Social Studies



Content Goal

I can identify and name a variety of landforms.

Language Goal

I can name a variety of landforms- **River, lake, hill, plateau, mountain, peak**
I can describe where something is by using prepositions.

Authentic Communication Task

- Students work with partners to describe what they see on the page
- They make a list of the landforms they were able to use in a sentence
- See which group can use the most landforms and variety of prepositions

Social Studies

Post-it

30

→ PREPOSITIONS OF PLACE

<p>in adentro</p>	<p>on arriba</p>	<p>under abajo</p>	<p>en frente de in front of</p>
<p>next to a lado de</p>	<p>between Entre En medio de</p>	<p>behind atrás</p>	

<p>Mountains</p>	<p>River</p>
<p>Plain</p>	<p>Hills</p>

MOUNTAINS

RIVER

PLAIN

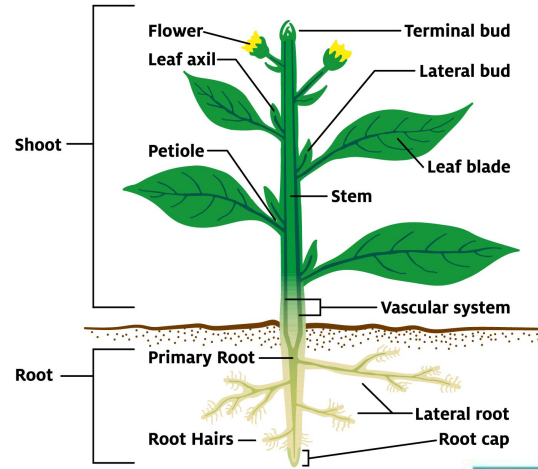
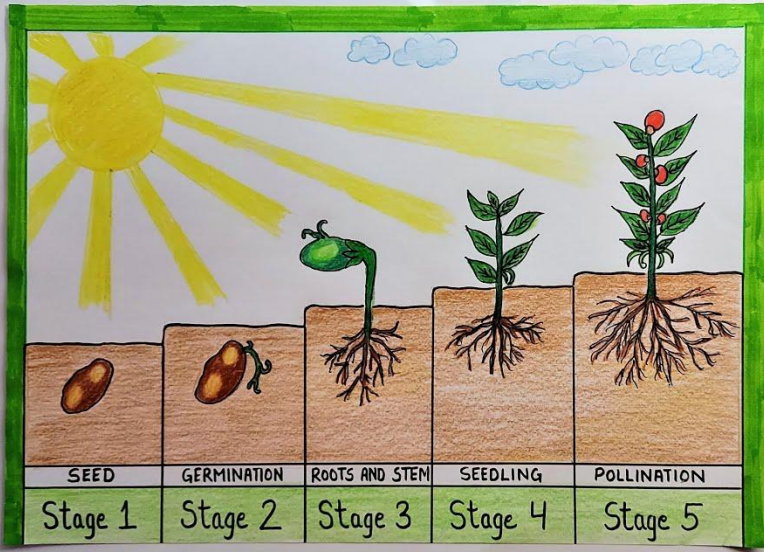
HILL

Science

Content Goal	I can describe each stage of the plant growth process from seed to flower.
Language Goal	<p>I can conjugate the verb ser in the present tense to describe characteristics. I can use a variety of adjectives to describe an object's shape, color, and size. I can use transition words to show order and sequence. I can use Science vocabulary to talk about the stages of plant growth. (seeds, roots, stem, buds, leaves)</p>
Authentic Communication Task	<ul style="list-style-type: none">- Students work with partners- Student A describes one stage of the plant growth process in great detail- Student B draws and labels based on student A's description the & must name which stage of growth this picture represents- Students compare the drawing to the picture to see how close accurate it is



Science



Adjectives			
COLOR	SIZE	TEXTURE	SHAPE
•black	•small	•smooth	•square
•white	•tiny	•hard	•round
•pink	•little	•fluffy	•oval
•yellow	•medium	•soft	•curved
•brown	•large	•rough	•straight
•purple	•huge	•sticky	•wide
•orange	•gigantic	•bumpy	•narrow
•red	•big	•slippery	•crooked
•green	•short	•fuzzy	•flat
•blue	•tall	•crunchy	•wavy



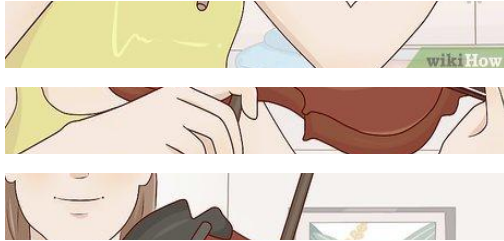
Music

Content Goal	I can identify and all the parts of a violin and demonstrate how to hold it correctly.
Language Goal	I can name all the parts of a violin. I can use prepositions to describe an object's location I can name body part vocabulary (neck, shoulder, elbow)
Authentic Communication Task	<ul style="list-style-type: none">- Students work with partners to piece together fragmented images- Student A describes one of their strips- Student B describes one of their strips- Verbally they must decide if the strip should go above or below the other until all strips have been described and placed down creating the finished image

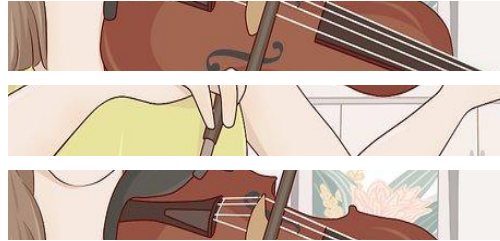


Music

Student 1 Strips



Student 2 Strips



Completed Image



Preposition of Place	
at, on, in	
from, off	
by	underneath
above, over	near, between
below, under	inside, outside
beneath	behind, in front of



Morning Meeting

- **Greeting**

- Señorita vs Señora
- Que hubo / Que onda / Que hay de nuevo

- **Share**

- Mi parte favorita de la escuela es...
- Este fin de semana yo...

- **Activity**

- Pelota ruidosa
- Asesino

- **Morning Message**

- Artículos
- Verbos
- Palabras que inician/acaban con la letra

Pelota ruidosa

- ¡Pásame la pelota!

¡Pásamela!

- ____ (nombre), ¡coge la pelota!

____ (nombre), ¡cógela!



Torres de galletas Oreo

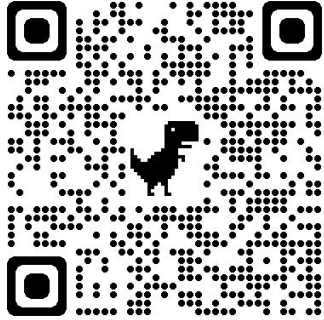
La misión: Edificar la torre de galletas Oreo más alta con tu mesa.

Instrucciones:

1. Toma turnos poniendo una galleta a la vez
2. Cuenta cada vez que añades una galleta
3. Escribe el número de galletas cuando se cae
4. Cuando la torre se cae, el grupo necesita exclamar "¡SE CAYÓ!"
5. Haz cuatro rondas para hallar el promedio



It's Your Turn!



Creating Opportunities for Talk

What is the content goal?

What is the language goal?

What is the authentic oral communication task?

What language do they need to carry out the task?

What scaffolds will you provide? How?

How will you assess their success?

Share Out



Questions?





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