

Welcome To our Playground: I-AATSP Swap & Share



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Verb Karate

Verb Karate is an idea I use to motivate students to practice verb conjugation on their own with some incentives.

Basically, the order of belts are (from least to greatest):

White
Yellow
Green
Brown
Blue
Red
Purple
Pink
Orange
Gray
Black



To earn a “belt”, students must complete the sheets for that belt, by memory, with 100% accuracy, including spelling, accents, and spelling on English words and correct English meanings. The “belts” are basically verb charts that students fill in with correct verb forms and English meanings for each form.

For every 2 belts earned, I give an incentive---since I give homework, I give homework passes...I also do bell work, so I give passes for days off of the bell work. For white, just to get them started, I give them a small piece of candy. I put up a bulletin board with those colors above on little strips of paper in ascending order. When a student gets a belt, I type their name on a little slip of paper and staple it to the board on the appropriate belt so they can see what they've earned. I also hand their papers back to them (how they got the belt) ---this also comes in handy for feedback for students who don't make it---lots of students actually want the corrections on these-weird, eh? Students actually get with other students who've earned many belts to copy down the correct verb forms--weird phenomenon, isn't it? I do this every Friday. I keep the various belts in a hanging file folder box with files in

order by belt. The students are not required to do it, but I require about 10 quiet minutes like a quiz situation for everyone who wants to participate. I find that this encourages students to do it because they have to sit quietly anyway--they might as well try for incentives! I try to get results back to the students by Monday along with "practice belts" for the next level for all of the students so that they can see what the next verb is going to be. For knowing how many copies to make of each belt, I just take the number of students who have a white belt and those are the ones who are going for yellow...then I multiply that number by 2---one practice belt through the week and one belt to do on Friday during Verb Karate time. It takes a little while to set it up, but once you get going and have the template, you just add a verb chart and paste it on the previous level. I start with -AR verbs, then irregulars. When students earn a Black Belt, I treat them to either free Chinese or Subway-their choice. Once they get a Black Belt, I start over with 1st degree White belt (I just keep the little name tags and put a one on it and staple it again to the same White belt strip they started with). I start "preliminary" with my 7th grade, then I have "1st degree" which is a little more advanced present tense with my 8th grade, then "2nd degree" which is all in the preterite--that's as far as I get with my classes. However, you could set this up however you wanted to with whatever verbs/tenses you want.

See next pages for sample "belts" I have used for my classes for the preliminary, or 1st level (before 1st degree).

For a French version, please e-mail Janet Holzer (jholzer@msdwt.k12.in.us).



Nombre _____

Verb Karate
White Belt

Hablar means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Nombre_____

Verb Karate
Yellow Belt

Hablar means_____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Ser means_____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Nombre _____

Verb Karate
Green Belt

Hablar means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Ser means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Estar means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Nombre _____

Verb Karate
Brown Belt

Hablar means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Ser means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Estar means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means

Ir means _____	
Yo _____ means	Nosotros/as _____ means
Tú _____ means	XXXXX
Él _____ means	XXXXX
Ella _____ means	Ellos/as _____ means
Ud. _____ means	Uds. _____ means



Blow Your Way to Students' Proficiency with Bubbles

Bubbles, anyone? One activity I find extremely effective in terms of getting and holding students' interest, which provides repetition and uses very little prep time involves bubbles. This can be used with any language and any topic. For example, I often use this approach with learning the days of the week in Spanish.

I start by blowing bubbles and having a student say the days of the week repeatedly as many times as they can starting when the first bubble comes out and finishing when the last bubble pops. Students are very interested in counting the number of days another student can say in Spanish as well as watching the bubbles pop. I record the number on the board and see if anyone can beat the record. **Rule of thumb:** students must participate in saying the days of the week before they can blow the bubbles.

A very handy variation on this (which takes lots of time but the students love it) is to see if students can beat their own number of days they can say. Start blowing!



Let's jump into Spanish

Rhymes to teach counting

Manzanita del Perú

Manzanita del Perú
¿Cuántos años tienes tú?
Todavía no lo sé
pero pronto lo sabré.
Uno, dos, tres, cuatro...

Osito, osito

Osito, osito,
¿Sabes contar?
--Sí, sí.
Pues, ayúdame contar
Uno, dos, tres, cuatro...

Rey, rey

Rey, rey
¿Cuántos hijos yo tendré?
Soy pequeña y no lo sé:
Uno, dos, tres, cuatro...

Rey, rey
¿Cuántos años viviré?
Soy pequeña y no lo sé:
Uno, dos, tres, cuatro



School Supplies

Las Cartas

Uno, dos, y tres
pluma, tintero, y papel
para escribir una carta
a mi querido Miguel,
en la carta le decía
que vivo en la calle Uría
número sesenta y tres.



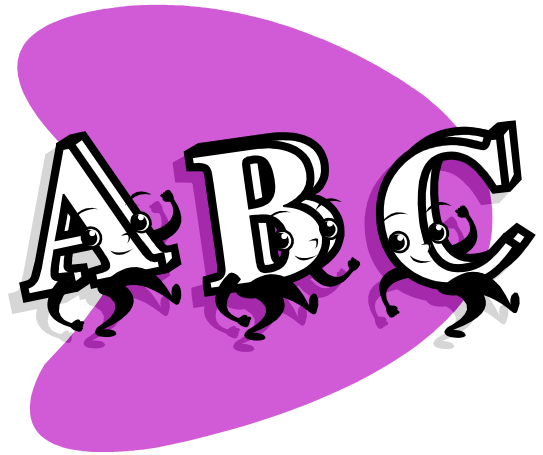
This rhyme can be used to teach basic school supply words.

A classmate's name can be used instead of Miguel's.

A mi querido/a _____.
classmate's name

Alphabet

A, B, C, D, E, F, G
H, I, J, K,
L, M, N, N, O, P, Q
R, S, T
U, V, W, X, Y, Z
Alba y Pedro se
fueron a pasear,
Pedro le dijo: ¿Te
quieres casar?
Con él sí,
con él no,
con él sí,
con él no...



This rhyme continues until the person jumping misses and then it starts again.

The names of classmates can be used in place of Alba y Pedro.

_____ y _____ se
fueron a pasear,
_____ le dijo

Animals

Los Pajaritos

Los pajaritos que van por el monte,
Vuelan, vuelan, vuelan así.

Quiero mamá, quiero papá, ser pajarito para volar.

Continue this rhyme with other animals that run, jump, swim, etc.

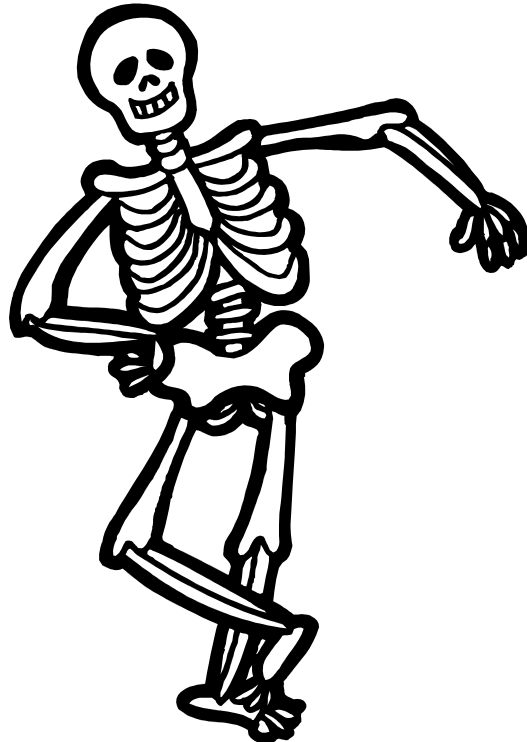
For advanced students this is good verb review practice.

For all students this is good vocabulary practice.

Body Parts

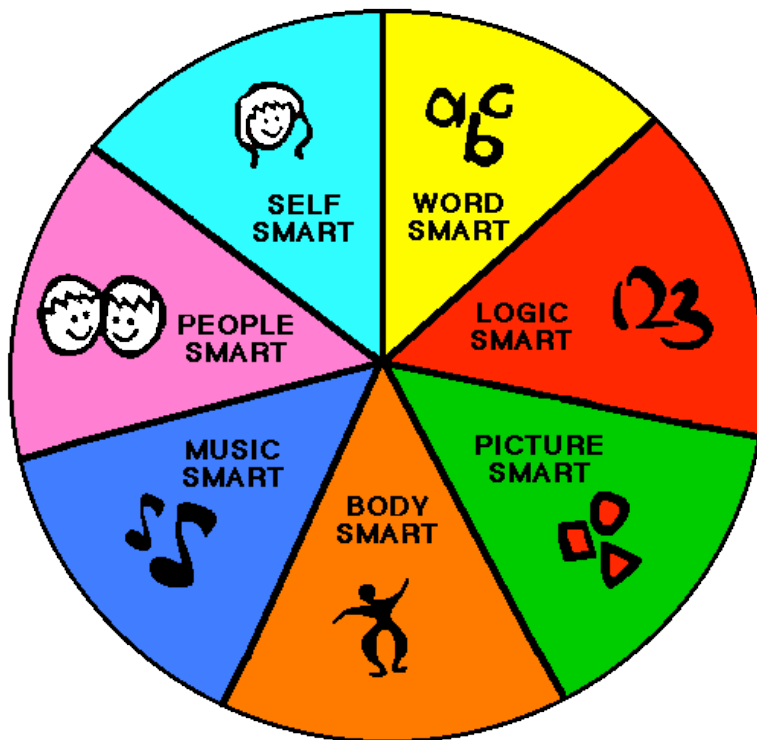
Corro Chirimbolo

Al corro chirimbolo
que bien bonito es
un pie, otro pie
una mano, otro mano
un codo, otro codo
la nariz y el gorro.



Why jump into Spanish?

- A fun way to change the pace of things in your classroom.
- Appealing to the diverse types of intelligences
- Music smart students learn best by repetition
- Body smart students learn best by movement
- Integrates other disciplines (physical education)
- Low or minimal preparation
- Vocabulary expansion and review
- Standards based learning



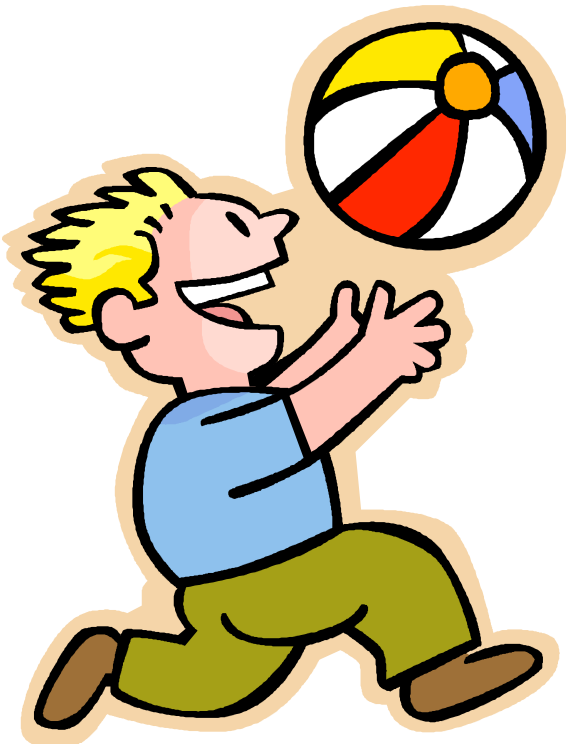
Beach Ball Vocab

This a fun activity that can be used in all levels of Spanish. It is a good opening or closing activity. I use it often to review vocabulary. The only item you will need is a large beach ball.

Sample lesson- Days of the week

Teacher stands at the front of the room says a day of the week in English and tosses the ball to a student. The student says the day in Spanish and passes it to another student. The game continues until every day of the week has been said or until every student has a turn.

As the students become more familiar with vocabulary you can set a time limit. For example, you can only have 5 seconds to say the word and toss it to the next student.



Top Ten Reasons to Join I-AATSP

**(Indiana Chapter of the American Association of
Teachers of Spanish and Portuguese)**

Fill them in as we count them down!

10. _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

**What are you waiting for? Join I-AATSP! Tell your
friends and colleagues to join, too!**