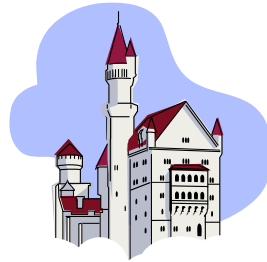




Short Attention Span Theater:

Promoting Language and Increasing Enrollment In Just An Hour



*Presented at WAFLT Annual Fall Conference
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Lesson Design for 6th Grade Workshop

Time: 60 – 75 minutes

Rationale:

This workshop was developed in response to concerns that 6th graders in our district were choosing languages based on limited information (i.e., Spanish is more useful and/or easier than other languages) or unilateral parental directive. Historically, our middle school Spanish classes have been large (25 – 30 students) whereas French and German have been smaller (10 – 25 students). In addition, since middle school language teachers in our district travel between buildings, 6th graders had limited personal interaction with the teachers prior to choosing a language to study in 7th grade.

It is important to note here that Spanish teachers fully supported this workshop to help even out class sizes, to ensure that students were making informed choices as to which language to study and to continue promoting the departmental tenet that all languages are important.

Materials needed:

- **French:** Barbara MacArthur song “BIFTECK” (from “Sing, Dance, Laugh and Eat Quiche,” volume 1) ; pictures to correspond with song; CD player/tape player
- **German:** Stopwatch; overhead transparency of numbers poem; stickers from Germany
- **Spanish:** Lyrics to body parts song
- **All Languages:** Handout to distribute after last language session

Objectives / Learning Targets:

By the end of this lesson, MTSD 6th graders will be able to:

- name certain foods in French and state that they like them
- count to 10 in German using a children’s rhyme;
- identify basic body parts in Spanish;
- enroll in one of the three languages offered to them as 7th graders based on first-hand personal experience rather than anecdotal information.

Introduction:

6th grade teachers or foreign language teachers will prepare students in advance by discussing the purpose of today’s workshop, including but not limited to these points:

- Importance of language study
- Grade requirements
- Study skills

Procedure:

Before the workshop, students will be divided into six groups. These groups will remain in classrooms while teachers (2 each in French, German and Spanish) rotate from room to room presenting the following three lessons:

French:

Teacher introduces lesson by listing parts of a meal on the board and asking students the order that they would be served. For example, cheese bread comes before the salad followed by the steak and then dessert. The French vocabulary from the song is pronounced so that all students are comfortable. Teacher chooses ten students to hold the ten pictures in the song. As the song is played, the students are directed to hold up their picture as they hear it. Upon completion of the song, the teacher asks the students what similarities and differences they notice between a French and an American meal.

German:

Teacher introduces lesson by having students identify common German/English cognates. Then teacher places the common numbers poem on the overhead, having students repeat line-by-line. The class reads the entire poem aloud together. Teacher then solicits volunteers to read individually using a stopwatch. The student who reads the entire poem in the shortest amount of time with a reasonable degree of accuracy wins a small token.

Spanish:

Teacher introduces the lesson with common expressions of greetings and courtesy. Then he/she sings the body parts song "Dedos," first alone then with the class. The lesson concludes with common expressions for farewell.

Closure/Evaluation:

At the conclusion of the last language session, teacher distributes a handout listing all the vocabulary they learned in the course of the workshop. The teacher reiterates the importance of language study and allows students time for additional questions.

Lesson Analysis for Future Use:

After this workshop was inaugurated in January 2008, overall foreign language enrollment for the 2008-09 academic year increased in both middle schools. All teachers involved agreed that this lesson, originally developed to replace a three-hour Saturday workshop that had been cancelled due to low enrollment, yielded the same outcomes within a much more manageable time frame. Moreover, the department was able to reach all 6th graders by running the workshop during the school day rather than outside of school.

Students asked many general questions regarding foreign language study before and after the presentation. Future presentations might well be served with additional time before and/or after the language lessons so that these questions can be addressed without encroaching upon the individual language lessons.

STEFFEN	KROL	STARK	MEYERS	CLARK	SANCHEZ	RM 28
Wednesday 2/6						
2:00 – 2:20	Schultz	Stresing	Holloway	Havas	Bussone	Sanchez
2:20 – 2:40	Holloway	Schultz	Stresing	Sanchez	Havas	Bussone
2:40 – 3:00	Stresing	Holloway	Schultz	Bussone	Sanchez	Havas
3:00 – 3:09 Questions/ Wrap-up	Stresing	Holloway	Schultz	Bussone	Sanchez	Havas

LAKE SHORE	REEVE	CIURLIK	WESLOSKI	CAVEN	SANCHEZ	KAY
Friday 2/8						
2:00 – 2:20	Schultz	Stresing	Holloway	Havas	Bussone	Koffarnus
2:20 – 2:40	Holloway	Schultz	Stresing	Koffarnus	Havas	Bussone
2:40 – 3:00	Stresing	Holloway	Schultz	Bussone	Koffarnus	Havas

January 22, 2008

Dear 6th Grade Teachers,

On behalf of the MTSD Foreign Language department, we would like to thank you for your support in promoting the 6th grade Winter Workshop that was to be held on Saturday, January 19. You may be aware that low enrollment prevented this workshop from running as scheduled. However, we believe that as registration for the 2008-09 school year approaches, it is critical that 6th grade students be provided an experience that would expose them to the three languages they may choose as 7th graders, much as the 6th grade related arts sequence already accomplishes for the other courses available to them.

It is in that spirit that we have developed a 60-minute school day foreign language workshop for all district 6th graders. Students will learn about the importance of language study and the courses offered in our district. Moreover, they will learn some unique vocabulary in French, German and Spanish.

Because the registration period is approaching so quickly, we have targeted the week of February 4 – 8 to visit each building, either first thing in the morning or at the very end of the day. We will be as flexible as possible to accommodate your schedules. We have attached a tentative schedule for the afternoon workshop. These times can easily be adjusted for a morning workshop.

We understand and appreciate the imposition on your time and your curriculum, especially on such relatively short notice. At the same time, though, we're confident that you'll agree that this experience will be beneficial to your present and our future students.

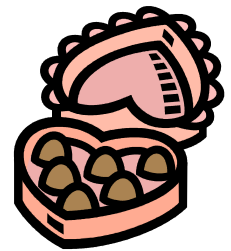
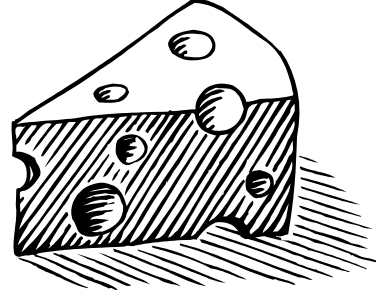
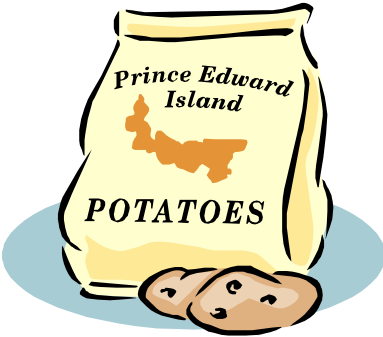
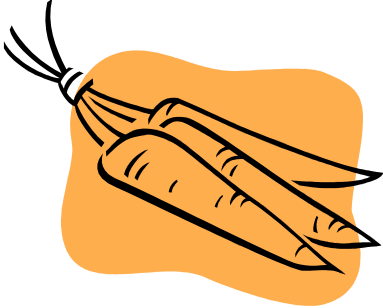
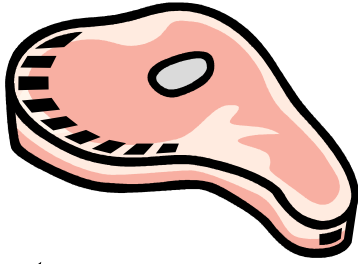
In order to ensure that this program is as successful as it can be, we would also ask your assistance in dividing the students into the six smaller groups with which we will be working. As you know your students well, your input in this aspect of the workshop will be most appreciated.

Along the same lines, we would ask that you assist us by helping supervise students during the workshop. We have devised the schedule so that students remain in 6th grade classrooms and the foreign language teachers will move from room to room. Our goal is to make this supervision as convenient for you as possible. Your simple presence in the room during the workshop session would be most appreciated.

Please let us know which day and time period will work best for you and your students. Thanks again for your continued support, and please contact us if you have any questions or concerns.

Best regards,

Vocabulary and pictures needed for French:
steak, carrot, potatoes, salad, dessert, cheese, chocolate
mousse, strawberries, cookies, candy



Eins, zwei, Polizei

Drei, vier, Offizier



**Fünf, sechs,
alte Hex'**



**Sieben, acht,
gute Nacht,**



**Neun, zehn,
auf Wiedersehen!**



“Dedos”

*to the tune of Harry Belafonte’s
“Day-O (The Banana Boat Song)”*

Dedos! Dedos!
Son las partes del cuerpo.

Dedos! Dedos!
Son las partes del cuerpo.

Cabeza, cuello, pecho, estómago (2x)

Hombro, brazo, codo y mano (2x)

Pierna, rodilla, y pie! (2x)

Dedos! Dedos!
Son las partes del cuerpo.



Languages Make The World Go Around!

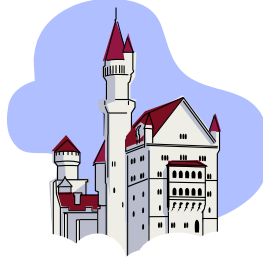
Through language we express the hopes and dreams we hold for our families, our state and our nation. The ability to communicate in a second language enables us to know the hopes, dreams and visions of others around the world. **The study of foreign languages today will prepare you for many opportunities tomorrow!**



French is for me if...

- I use the internet a lot. French is the second language of the internet right after English.
- I enjoy art and literature. Paris attracts artists and writers from all over the world. France has more Nobel Prizes in literature than any other country.
- I love to travel. France is the first or second language in about fifty countries or regions in Europe, Africa, North and South America, Asia and Oceania.
- I am interested in technology. French inventors have contributed significantly to the advancement of science. France is a leader in areas such as aero-space technology, high-speed transportation, automotive design and medical research.
- I am interested in diplomacy. French is one of the five official languages of the United Nations, one of the two main languages of the European Union and one of the two official languages of the Olympic Games.

For more information about studying French, contact Cathy Stresing at 238-5972 or email cstresing@mtsd.k12.wi.us



German is for me if ...

- It's part of my heritage. Nearly half of all Wisconsin residents have ancestors from Germany! Just like me, Germany has a rich past and an exciting future.
- I am interested in business. More than 750 U.S. firms do business there, and more than 1100 companies of German speaking countries do business in the U.S.
- I love music. German-speaking countries have produced many musicians such as Bach, Beethoven, Brahms, Haydn and Mozart, not to mention successful modern acts such as "Die Prinzen" and "Die Toten Hosen."
- I'm interested in exploring the world while I study. There are many opportunities to study in Germany with the support of the German government.
- I'd like to learn a language that's closely related to English. I might know some German words already, such as Maus, Schuh, Apfel, and Haus!

For more information about studying German, contact Linda Havas at 238-5984 or email lhavas@mtsd.k12.wi.us



Spanish is for me if...

- I enjoy architecture and literature. Latin culture has a global influence in all three areas. And wouldn't it be wonderful to be able to read great writers like Cervantes or Garcia Marquez in their original language?
- I love to travel. Spanish is the official language in 21 countries. Imagine climbing the terraces of Machu Picchu or enjoying a stroll through Retiro Park in Madrid.
- I am interested in business or international affairs. Spanish is the 2nd world language as a vehicle of international communication, 3rd as an international language of politics, economics and culture, and an official language of the United Nations and its organizations.
- I am passionate about art. Wouldn't Picasso, Miro, Rivera, and Kahlo be much more interesting if you were familiar with the culture and background of their respective countries?

For more information about studying Spanish, contact Jean Sanchez at 238-5837 or email jsanchez@mtsd.k12.wi.us

Notes