

2022 WORLD LANGUAGE TEACHER SUMMIT **ACTION GUIDE**

SESSION **NOTES, NEXT STEPS, AND RESOURCES** TO
HELP YOU INTRODUCE THESE TECHNIQUES INTO
YOUR CLASSROOM





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SAMPLE















Where to Find the Presenters Online

NAME	WEBSITE	TWITTER	FACEBOOK	INSTAGRAM	YOUTUBE	TEACHERS PAY TEACHERS	PINTEREST
Speaking Latino	WEBSITE						
Adriana Ramirez	WEBSITE						
Albert Fernandez	WEBSITE						
Allison Perryman	WEBSITE						
Allison Wienhold	WEBSITE						
Amy Haney	WEBSITE						
Anna Cartwright							
Ashley Mikkelsen	WEBSITE						
Bertha Delgadillo	WEBSITE						
Christopher Dabb							
Claudia Elliott	WEBSITE						
Diego Ojeda	WEBSITE						
Erin Coleman	WEBSITE						



Esther Galo	WEBSITE						
Fanest Coronado							
Jazz Cole	WEBSITE						
Kaitlin Leppert	WEBSITE						
Katie Acosta	WEBSITE						
Kristin Montgomery	WEBSITE						
Lisa Shepard	WEBSITE						
Louise Crossley	WEBSITE						
Margarita Pérez Garcia	WEBSITE						
Maria Hinestroza	WEBSITE						
Maureen Lamb	WEBSITE						
Paulino Brener	WEBSITE						
Pav Kaur	WEBSITE						
Rachel E. Lerner							
Rebecca Perantoni							



Regina O’Neal	WEBSITE						
Sarah Barrientos Svatos	WEBSITE						
Steven Lopez							
Tracy Rucker							
Verónica Moscoso	WEBSITE						

SAMPLE

MODULE 1

CELEBRATE YOU: HOW STUDENTS' UNIQUENESS DIFFERENTIATES CURRICULUM

Particularly in today's teaching climate, students come into our class with vastly different knowledge, skills, learning styles, cultures, and bandwidth.

Differentiating and scaffolding provides access for some learners and diverse resources that offer mirrors and doors to their experiences and others' gives students the chance to see themselves as part of a bigger picture.

It can take significant time and energy to make every student feel included and yet the richness of community and creativity that unfolds as a result can make all the difference. Tune in today and start your week off planning for all students.





DIFFERENTIATING THROUGH STUDENT CHOICE

by Maureen Lamb

ABOUT MAUREEN LAMB:

Before working as a Latin teacher for 15 years, Maureen Lamb was a website coder. She is now a Dean of Academic Technology and Innovative Pedagogy and a Google Certified Trainer.



Maureen is dedicated to using best practices and creating community in language teaching and technology, and she has been sharing her work on Latin pedagogy and teaching languages for over twelve years at national, regional, and state conferences. She has been recognized for her work as the CT Language Teacher of the Year, NECTFL Mead Fellow, a finalist for NECTFL Teacher of the Year, Classical Association of New England Weincke Award, and the American Classical League Elizabeth Watkins Award.

She loves powerlifting and reading novellas. She studied opera and enjoys singing in choirs.

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SESSION SUMMARY:

In this presentation Maureen talks about proficiency, diversity and differentiation through student choice, and she defines three different ways to do it: a choice of what, which is the choice of what materials students are doing, the choice of how - how students are interacting with that material, and finally who - a choice of groups.



RECOMMENDED RESOURCES:

- [Differentiating by Offering Choices by Katie Usher \(Edutopia\)](#)
- [The Importance of Student Choice Across All Grade Levels by Stephen Merrill and Sarah Gosner \(Edutopia\)](#)
- [Why Choice Matters to Student Learning by Heather Wolpert-Gawron \(KQED\)](#)
- [Making Space For Student Choice in PreSchool by Oi Ling Hu](#)

SESSION NOTES:

How did it start?

Maureen was frustrated by the volume of assignments that her students had, so she decided to do research on homework in order to find a way to make it more engaging for her students. What she found was that students were more likely to engage in tasks they found meaningful. This is how she came to the solution: homework choice!

Homework Choice Boards

Allow Students to:

- Show What They Know
- Focus on What is Challenging
- Pick and Choose Their Assignments

Homework Choice Board #1

Directions: Pick homework assignments that add up to 100 points over the next two weeks.

NOTES:



5 points	10 points	25 points	50 points
Do a FlipGrid reflection, in Latin, about how you are doing right now, using known Latin vocabulary.	Create a Quizlet for unknown vocabulary words for the story Nox Parts I and II	Create a cartoon for the story Arcus Titi	Read the Latin novella Medusa and write a two-page book report in English or give a five minute FlipGrid review.
Complete a Zombie Game exercise on Magistrula on a grammar topic you want to work on and send your score in a screenshot to Mrs. Lamb.	Draw a picture of something that happens in the story Cloelia and label it in Latin.	Create a Kahoot with 10 Questions about Nox Part I and II	Build an arch using materials that you currently have in your house. Take a video of you showing how you built your arch on Youtube (bonus points for creativity!)
Teach someone in your household to introduce themselves in Latin and videotape it on Flipgrid.	Interview a classmate in Latin about a topic on Google Meet and share the video with Mrs. Lamb (you both get credit).	Teach people in your household to play Caesar Dicit and videotape two minutes of you giving commands in Latin.	Read SPQR by Mary Beard and write a two-page book report in English or give a five minute FlipGrid review.
Describe the weather in Latin on FlipGrid.	Take or draw a picture of something (appropriate) and label in Latin with at least 20 words.	Give a tour of your house in Latin on Flipgrid that is at least 2 minutes long, using known vocabulary.	Read Pompeii by Robert Harris and write a two-page book report in English or give a five minute FlipGrid review.



Homework Choice Board #2

Directions: Pick homework assignments that add up to 100 points over the next two weeks. Everyone must do the Cloelia Project (in bold) for 50 points.

5 points	10 points	25 points	50 points
Do a FlipGrid teaching a person in your home about the months in Latin.	Take a picture of yourself and or people in your house acting out a classically themed statue or painting. http://www.getty.edu/art/collection/	Create a cartoon for the story of Cloelia	Read the Latin novella Sisyphus and write a two-page book report in English or give a five minute FlipGrid review.
Complete a Zombie Game exercise on Magistrula on a grammar topic you want to work on and send your score in a screenshot to Mrs. Lamb.	Narrate a short film in Latin using FlipGrid (movie talk).	Create a Kahoot with 10 Questions about Arcus Titi	Build an aqueduct using materials that you currently have in your house. Take a video of you showing how you built your aqueduct on Youtube (bonus points for creativity!)
Do a Flipgrid of teaching someone in your household the numbers in Latin to ten.	Interview a classmate in Latin about a topic on Zoom and share the video with Mrs. Lamb (you both get credit).	Teach people in your household to play Caesar Dicit and videotape two minutes of you giving	Read Lavinia by Ursula LaGuin and and write a two-page book report in English or give a five minute FlipGrid review.

NOTES:



		commands in Latin.	
Write a series of tweets (3 each) between two figures in the ancient world.	Tell a story in Latin, using simple, known vocabulary on FlipGrid.	Give a tour of your neighborhood in Latin on Flipgrid that is at least 2 minutes long, using known vocabulary.	Cloelia Project

Homework Choice Board #3

Directions: Do one task from each column. In total, your work should add up to 100 points.

Interpretive Task: 25 points each	Interpersonal Task: 25 points each	Presentational Task: 25 points each	Investigative Task: 25 points each
Read about one of the seven kings of Rome. Create a cartoon about the events of their life (at least 6 captioned pictures) https://geoffreysteadman.files.wordpress.com/2017/05/aburbe-09may17.pdf	Play Caesar dicit with a group of friends on Zoom and take turns being Caesar. Send video to Mrs. Lamb on Flipgrid.	Present a topic of your choosing from the topics in here in a five minute FlipGrid: https://geoffreysteadman.files.wordpress.com/2017/05/aburbe-09may17.pdf	Look up one of the seven hills of Rome. What mainly happened on that hill? Describe in paragraph and draw/create a picture in Google Drawing with that description.

NOTES:



<p>Read the story of Cincinnatus and create a video acting out his actions on FlipGrid. https://geoffreysteadman.files.wordpress.com/2017/05/aburbe-09may17.pdf</p>	<p>Participate in a debate on Google Classroom: Who was the greater Roman hero: Cloelia, Mucius, or Horatius? Give Latin evidence for your answer.</p>	<p>Find a grammar topic that you want to learn more about. Present it in the context of a story on FlipGrid.</p>	<p>Pick a building in the Roman forum. Describe the function of that building, who built it, what it was made of, when it was constructed. Find a picture of it.</p>
<p>Read the story of Fabius Maximus. Compare him to a modern military hero. https://geoffreysteadman.files.wordpress.com/2017/05/aburbe-09may17.pdf</p>	<p>Have a discussion about which Roman king you prefer and why with a friend in Latin. Share on FlipGrid.</p>	<p>Pick a Classical themed picture or statue that you want to describe in the target language (Getty pictures online is great). Create a FlipGrid.</p>	<p>Construct a Roman temple using materials you find in your house. Be sure to include the triduum, altar, and sacred inner spaces.</p>
<p>Listen to a Magister Craft video of your choosing in Latin (do not use subtitles). Write a paragraph about what you learned and share with Mrs. Lamb.</p>	<p>Pretend you and your friend are Romulus and Remus. Have a discussion, in Latin, about who should rule Rome and why. Share on FlipGrid.</p>	<p>Create your own video in Minecraft that describes a Roman history or mythology event. Narrate in Latin and take a video in FlipGrid.</p>	<p>Draw a map of one of the many fora in ancient Rome. Write a description of who built it, what it was made of, when it was constructed, and what its primary function was.</p>

NOTES:



Transit to more meaningful tasks:

- Class is Lava
- Caesar
- Chapter 21: Aqua Sulis

Homework Playlists - Samples

- Adding Gamified Examples (Gimkit, Blooket, Kahoot)
- Adding Options for Review (Quizlet)
- Adding Videos for Review
- Adding Resources for Extension of Learning

SEL Choice

- Figuring Out Preferences=Community Building Exercise
- This or That Document (Likes and Dislikes) Example
- Special Person Interview - Make a copy of the template for a pair or trio of students. Then, have students interview each other. Then, students report what they discovered to the class. Ask a series of questions and make a Jamboard True/False.
- The Quote Game

Choice activities in class

- Free Voluntary Reading
 - Students choose a novella to read for a certain period of time each day
 - Students can choose to stop reading if they no longer enjoy the novella
 - After students read the novella, they can write a review (in the TL) for future readers
 - They can also create a category for their novella (drama, romance, comedy, mystery, etc.)

NOTES:



- Novellas With Book Clubs
 - Students learn from each other
 - Do it by students choice and/or Interest
 - Students hold each other accountable
 - Built in groups for group work

How often to Meet?

It varies.

Can work as a singular class focus, 15 minutes of each class, or one day a week, depending on how much time you have and how much time you want to focus on the clubs.

Choosing Groups

Ideally, students are in groups of 4-5 students. Maureen has tried all of the methods to choose groups and her most unsuccessful try was having the students purely choose the book. They were counting pages to see who had to read least. Ranking books to limit group size was more successful.

Teacher Choice

- Pros - Mix of abilities based on observation
- Cons - Teachers don't always have the tea

Student Choice

- Pros - Pick people they work with well or books they like
- Cons:
 - May choose who they like over who they work with well
 - Someone is left out of a group or chosen last

NOTES:



Random Choice

- Pros: - Fairness in choice
- Cons: - Students may not work well or like that book

Other ideas:

- Students can have “book clubs” that work in, but they can all read the same book. They can just do activities while reading the novella in the same groups.
- Choose Your Own Adventure
- Assessment Choice - Give choice of sections, passages, and/or questions to create more ownership
- Station Rotation - give students choices to make them more engaged:
 - Do Now Dice - students roll a dice to choose which activity they are going to do
 - Treasure Island - take a picture and click on different pictures to go to a choice
 - Spin the Wheel - color choices

Assessment Choice Boards: Modified IPA

By combining the principles of an Integrated Performance Assessment and enhancing it by adding Intercultural Competency Tasks and Student Choice, we have created a way for students to choose how to demonstrate their language skills in a meaningful way.

Exemplar Task

Food Unit (Novice Low-Mid)

(In Class) Synchronous Tasks

- Identifying Pictures of Food
- Word Wall with Food Words
- Movie Talk with Video of Cooking
- Acting out scenarios of eating

NOTES:



- Exploration: Researching which regions have which foods/dishes
- Readings of eating

(Independent Work) Asynchronous Tasks - Choice Board
 Students choose one task from each column.

- Low tech tasks=blue
- High tech tasks=red

Sample Choice Board: Novice Low-Novice Mid

Interpretive Task	Interpersonal Task	Presentational Task	Investigative Task	Interactive Task
Interpretive Reading: Menu and pick what you would order Go Formative	Interpersonal Speaking Preferences FlipGrid	Presentational Speaking In person: Inquiry presentation on food Google Slides/FlipGrid/Sc reencastify	Investigative Task Identify favorite dishes in an area/region and report	Interactive Scenari: Interview a chef and report what you have learned
Interpretive Listening Preferences	Interpersonal Speaking/ Writing Debating what to order in person	Presentational Writing Write an opinion piece about	Investigative Task: Identify foods that might be	Interactive Scenario: Write an email to a local restaurant

NOTES:



Go Formative	Google Classroom Question	preferences Word Doc/Google Doc	consumed at different times of day	to ask about their specials and share
Interpretive Watching Cooking Show on Youtube Go Formative	Interpersonal Speaking Ordering in person scenario In person	Presentational Speaking Inquiry presentation on eating FlipGrid	Investigative Task: Look up ingredients specific to a region	Interactive Scenario Read reviews of different places to eat online in the target language and pick one based on reviews
Interpretive Reading Review Go Formative	Interpersonal Writing: Chatting with a friend about their food likes and dislikes Google Classroom Question	Presentational Writing: Students create a Google site to review food Google Site	Investigative Task: Look up places to eat in a city by reading reviews in the target language	Interactive Scenario Interview a local from a region using Zoom to figure out what foods are eaten locally.

Interpretive Task (Novice Low-Mid)

- The student can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

NOTES:



- Novice Low: can identify memorized or familiar words when they are supported by gestures or visuals
- Novice Mid: can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals

Interpretive Task (Novice High-Intermediate Low)

- The student can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed
- Novice High: can understand familiar questions and statements from simple sentences
- Intermediate Low
 - can identify the topic and related information from simple sentences
 - can understand the main idea and key information in short texts
 - can identify the main idea in short conversations

Interpersonal Task (Novice Low-Mid)

- The student can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed
- Novice Low
 - can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals
 - can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

NOTES:



- can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions
- Novice Mid
 - can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
 - can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions
 - can express his/her own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

Interpersonal Task (Novice High-Intermediate Low)

- The student can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions
- Novice High
 - can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
 - can interact with others to meet basic needs related to routine everyday activities, using simple sentences and questions most of the time
 - can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

NOTES:



- Intermediate Low
 - can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
 - I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
 - I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions

Presentational Task (Novice Low-Mid)

- The student can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Novice Low
 - can introduce himself / herself using practiced or memorized words and phrases, with the help of gestures or visuals
 - can express his/her likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals
 - can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
- Novice Mid
 - can present information about herself / himself, her / his interests and activities using a mixture of practiced or memorized words, phrases and simple sentences
 - can express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences
 - can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

NOTES:



Presentational Task (Novice High-Intermediate Low)

- The student can communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language
- Novice High
 - can present personal information about his / her life and activities, using simple sentences most of the time.
 - can express preferences on familiar and everyday topics of interest, using simple sentences most of the time.
 - can present on familiar and everyday topics, using simple sentences most of the time.
- Intermediate Low
 - can present personal information about his / her life, activities and events, using simple sentences.
 - can express preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
 - can present on familiar and everyday topics, using simple sentences.

Investigative Task (Novice Low-Mid)

- In his / her own and other cultures, the student can identify products and practices to help him / her understand perspectives.

Interactive Task (Novice Low-Mid)

- The student can interact at a survival level in some familiar everyday contexts
- Novice
 - can interact at a survival level in some familiar everyday contexts.

NOTES:



- can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness
- can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
- can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Intercultural Interactive Task (Novice High-Intermediate Low)

- Intermediate
 - can interact at a functional level in some familiar contexts.
 - can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences
 - can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Fun 45 Project

- 8 weeks
- 45 minutes per week
- Passion Projects - students are picking something that they are passionate about
- Pitch Proposal - 90-seconds elevator speech
- Shark Tank
- Research
- Product Creation
- Product Presentation
- Result
 - Students are more engaged
 - Students remember more about what they researched

NOTES:



- Develop real world skills - elevator pitch, defend ideas to a group, creating product, sharing with community

NEXT STEPS:

- **Search for or purchase a choice board to use in your classes.**
- **After your first day using it, reflect on how it went, how your students managed it, and what you will do differently in the future.**
- **Create your own choice board. Be sure to balance the different types of tasks that Maureen presents.**