

# Low Prep / High Yield



*loggin' off*

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“Because teachers don’t need homework.”

~Bill Langley, IN

@welangley

# Welcome!

*Kelly Ferguson,  
National Board Certified Spanish Teacher,  
Madison, WI*



Find this presentation at:  
[tinyurl.com/KFergWAFLT22](https://tinyurl.com/KFergWAFLT22)



*Enough is a decision, not  
an amount.”*

*~Meredith White, GA*

<https://sites.google.com/view/meredithwhite/meredith-white>

**This job is still hard  
work.**

**This is NOT about being the  
lazy teacher.**

**It is about saving you time  
when you need to.**

**Self-actualization:** Full dept. (district, etc.) alignment; significant connections with students (long-term); *appreciates* affirmation

[Career]

**Esteem:** Reputation (self, dept.); confidence in saying "No."; forming and owning a *to-don't* list; PD beyond your school; access to larger PLNs for give and take; independence; *appreciates* affirmation

[Year]

**Belongingness and love:** Congenial AND collegial; school and students feeling like "home"; soliciting the aforementioned support; affirmation

[Season]

**Safety:** Intentional files and folders that you can find *and execute*; purposeful copies; long-term goals/objectives; defining what support means for *you*; ability to evaluate and respond in the present moment; affirmation

[Week]

**Physiological:** Sleep; food; punctuality; social plans outside of work; boundaries; non-school interpersonal relationships; copies; short-term goals/objectives; basic files; emergency substitute plan(s); affirmation

[Day]

# Time Vampires



What sucks up MORE of  
your time than it  
should?

# Low Prep in All the Modes

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*How to make Listening, Speaking, Reading, and Writing a snap to plan.*

# News in Slow...



## Episode Description

Comenzaremos la primera parte del programa con algunas de las principales noticias de la semana. Primero, hablaremos del nombramiento el martes por parte del rey Carlos III del Sr. Rishi Sunak como primer ministro de Gran Bretaña. Después, comentaremos el notable éxito de los países europeos en llenar los centros de almacenamiento de gas natural al 95 % para la fecha límite del 1 de noviembre, superando el objetivo inicial del 80 %. Después discutiremos un estudio reciente publicado en la revista Nature, que indica que determinadas mutaciones específicas que ayudaron a la gente a sobrevivir a la pandemia de la Peste Negra de 1348 están relacionadas con ciertas enfermedades autoinmunes que, incluso a día de hoy, sufren sus descendientes. Y, finalmente, comentaremos la concesión al actor Daniel Craig de la Orden de San Miguel y San Jorge —el mismo título honorario que tiene su personaje James Bond— por parte de la princesa real, en reconocimiento a su destacada contribución al cine y al teatro.

En la segunda parte del programa, "Trending in Spain", hablaremos de teatro y cine. En la primera noticia, discutiremos el veto a un prestigioso Premio Nacional de Literatura Dramática español a un acto de inauguración del Festival Cultural Eñe de Madrid. En la segunda noticia, comentaremos una pedida de mano muy original: el novio se disfrazó de Darth Vader para pedir la mano a su chica.

- El rey Carlos III le pide a Rishi Sunak formar el próximo Gobierno británico
- Los centros europeos de almacenamiento de gas están un 95 % llenos, y va de camino más gas
- La pandemia de la Peste Negra provocó mutaciones genéticas protectoras en los supervivientes
- Daniel Craig recibe la misma orden honorífica que tuvo James Bond
- Festival Cultural Eñe 2022
- Surrealista petición de mano en Murcia

The image shows a podcast player interface for 'News in Slow Spanish'. At the top left is a red square icon with a white RSS symbol, the word 'Intermediate' in small white text, and 'News in Slow™ Spanish' in large white text. A yellow 'SPAIN' tag is in the top right corner of the icon. To the right of the icon, it says 'NEW PODCAST EPISODE' in blue and 'News in Slow Spanish' in large white text, with 'News in Slow Spanish' repeated below it in a smaller font. Below the icon, the date and duration 'Oct 27 - 9 min 57 sec' are shown. A green play button is on the left, followed by a plus sign and a three-dot menu. The menu is open, showing options: 'Add to queue', 'Save to Your Episodes', 'Add to playlist' (with a right arrow), 'Share' (with a right arrow), and 'Open in Desktop app'. To the right of the 'Share' and 'Open in Desktop app' options, a sub-menu is visible with 'Copy Episode Link' and 'Embed episode'. Below the menu, the text 'Episode Description' is partially visible. The main body of the page contains the same text as the 'Episode Description' section on the left, starting with 'Comenzaremos la primera parte del programa...'

1. Escucha las noticias en español lento. Escribe lo que comprendes. Hay unas imágenes en la pizarra de profe para ayudar.



The outlined content above was added from outside of Formative.

Type a response

1



Primero, comentaremos la inauguración el domingo del 20º Congreso del Partido Comunista Chino, el acontecimiento político más importante del país. **(Xi Jinping abre el 20º Congreso del Partido Comunista Chino)**

A continuación, discutiremos la polémica provisión de la Unión Europea que exime a ciertos bienes e industrias rusas de las sanciones. **(Polémicas (controversiales) exenciones de las sanciones de la UE contra Rusia)**

Después, en la sección de ciencia del programa, hablaremos de la implantación de neuronas humanas en cerebros de rata por parte de un equipo de investigadores, para estudiar desórdenes neuronales. **(Un grupo de investigadores implanta células cerebrales humanas en ratas para estudiar desórdenes neuronales)**

Y, para acabar, hablaremos de la decisión de dos activistas climáticos del grupo Just Stop Oil de echar sopa sobre el famoso cuadro de Vincent Van Gogh Los Girasoles, que se exhibe en la National Gallery de Londres. **(Activistas de Just Stop Oil echan sopa enlatada sobre un cuadro de Van Gogh)**

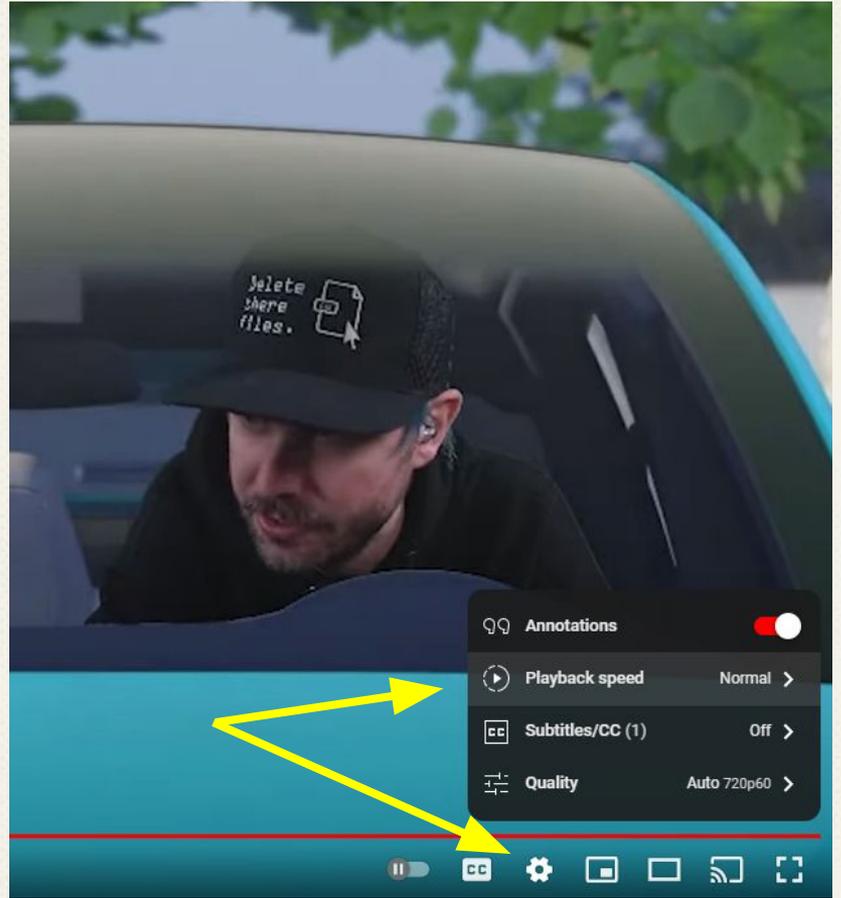
En la segunda parte del programa, "Trending in Spain", esta semana, hablaremos de diseños que han penetrado hondo en nuestras vidas.

En la primera noticia, discutiremos la conveniencia de tener, o no tener, terrazas ocupando la vía pública. ¡Han cambiado el paisaje urbano de muchas ciudades españolas! **(Fin a la ampliación de terrazas por la covid)**

En la segunda noticia, comentaremos la exposición Chanel/Picasso estrenada recientemente en el Museo Thyssen de Madrid. Su colaboración transformó, en gran parte, la sociedad parisina de los años veinte. **(Picasso y Chanel en el Museo Thyssen)**

**This isn't the  
right level/  
language  
for MY kids!!**

Adjust the speed of ANY YouTube video.  
75% usually has good quality yet w/o too  
much distortion



# Podcasts

Search “Slow + language” in Spotify for spoken languages (or other such service), then select “Podcasts & Shows”

The screenshot shows the Spotify app interface. At the top, the search bar contains the text "slow german". Below the search bar, there are tabs for "All", "Podcasts & Shows", "Playlists", "Songs", "Artists", and "Albums". The "Podcasts & Shows" tab is selected. The main content area displays a grid of podcast and show covers. The first cover is "Slow German mit Annik Rubens". The second is "German Stories | L...". The third is "EASY GERMAN". The fourth is "Coffee Break German". The fifth is "Learn German Pod...". The sixth is "Deutsch Denken: L...". The seventh is "Die Nachrichten - ...". The eighth is "News in Slow Ger...". The ninth is "Easy Swiss Germa...".

Spotify

Home Search Your Library Create Playlist Liked Songs

Locotubre 2022 - Decades Michigan 2022 Spanish Mixes from CDs 2021-2022 Clases de Español Mood (E)

Podcasts & Shows

SEE ALL

Slow German  
Annik Rubens

German Stories | L...  
German-Stories.com

EASY GERMAN  
Easy German: Lear...  
Cari, Manuel und das Team von Easy German

Coffee Break German  
Coffee Break Languages

Learn German Pod...  
expertgerman.com

Deutsch Denken: L...  
Kevin Meyer

Die Nachrichten - ...  
Deutschlandfunk

News in Slow Ger...  
Linguistica 360

Easy Swiss Germa...  
Mel Turner

# Weekend Chat

## Chat Mats

**Edición Otoñal** ¿Qué vas a hacer este finde?  
*What are you going to do this weekend?*

 No voy a ningún lugar.	 Voy a quedarme en casa.	 Voy a dormir.	 Voy a cocinar.	 Voy a hornear.	 Voy a montar en bici.
<b>Voy:</b> I am going <b>Vamos:</b> We are going	 a una casa embrujada	 a una huerta de calabazas	 a recoger manzanas	 a un partido de fútbol americano	

Credit: Bethanie Carlson Drew <https://aventurasnuevas.wordpress.com/2021/10/17/weekend-chat-collection/>

# Not-Weekend Chat

## Chat Mats

**Mis cosas favoritas**

**Mi comida favorita es...**

- la comida americana
- la comida china
- la comida india
- la comida italiana
- la comida japonesa
- la comida coreana
- la comida mexicana
- la comida mediterránea
- la comida rápida
- la comida tailandesa
- la comida vegana
- la comida vegetariana
- la comida vietnamita

**Mi día fiesta favorito es...**

- La Noche de Brujas
- El Día de Muertos
- El Día de Acción de Gracias
- El Jánuca
- La Navidad
- La Nochevieja
- El Año Nuevo
- El Día de San Valentín
- El Día de San Patricio
- La Pascua
- El Ramadán
- El Día de Independencia

**Mi color favorito es:**

- ROJO
- ANARANJADO
- AMARILLO
- VERDE LIMÓN
- VERDE
- VERDE AZULADO
- TURQUESA
- AZUL
- MORADO
- MAGENTA
- ROSADO
- LAVANDA
- CAFÉ
- GRIS
- NEGRO
- BLANCO

**¿Cuál es tu comida favorita?**  
Mi comida favorita es la comida italiana.

**¿Cuál es tu día fiesta favorito?**  
Mi día fiesta favorito es la Navidad.

**¿Cuál es tu color favorito?**  
Mi color favorito es morado.

CC BY-NC-SA Mis cosas favoritas by Amy Lenord is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

# ¿Qué piensan ustedes?

What do y'all think?

En mi opinión..

In my opinion

Me parece que..

It seems to me that..

Pienso que...

I think that

Creo que...

I believe that

(No) me gusta...

I do (not) like ....

Para mi....

For me...

La canción

The song

La/El cantante

The singer

El ritmo

The rhythm

El género

The genre

La melodía

The melody

El estilo

The style

El mensaje

The message

El vídeo

The video

La letra

The lyrics

es

is

no es

isn't

es demasiado...

it's too...

debe ser más

it should be more

es bastante

it's rather / quite

me hace...

makes me...

es mejor/peor

is better/worse

lento/a  
slow

triste 

sad

bueno/a 

good

cursi

cheesy

talentoso/a

talented

único/a

unique

rápido/a  
fast

feliz 

happy

malo/a 

bad

emocionante 

exciting

fatal

terrible

poética

poetic

chévere / chida/o / padre 

cool

fuego- fire 

pegajoso/a - catchy

divertido/a - fun

tranquilo/a - calm

fastidioso/a - annoying

aburrido/a - boring

1. ¿Cómo te llamas?

Me llamo...

Se llama...

What is your name?

I call myself

He/She/They call themselves...

2. ¿Prefieres ...o prefieres otro nombre? Do you prefer...or do you prefer

Prefiero...

Prefiere...

I prefer

He/She/They prefer...

another name?

3. ¿En qué grado estás?

Estoy en el grado...

Está en el grado...

What grade are you in?

I am in grade...

He/She/They are in grade...

4. ¿Cuántos años tienes?

Tengo \_\_\_\_ años.

Tiene \_\_\_\_ años.

How old are you?

I am \_\_\_\_ years old.

He/She/They are \_\_\_\_.

Nueve = 9

Diez = 10

Once = 11

Doce = 12

Trece = 13

Catorce = 14

Quince = 15

Dieciséis = 16

Diecisiete = 17

Dieciocho = 18

Diecinueve = 19

¿Juegas...?

Juego

Juega

Do you play

I play

He/She/They play

El básquetbol

El baloncesto

Basketball 

Basketball 

El fútbol

El fútbol americano

Soccer 

American Football 

El vóleibol

Videojuegos

Volleyball 

Video games 

¿Lees?

Leo

Lee

Do you read?

I read

He/she/they read

¿Corres?

Corro

Corre

Do you run?

I run

He/she/they run

¿Escuchas...? Do you listen to...?

Escucho

Escucha

I listen

He/she/they listen

# Reading: SSR



# Reading: SSR

Sources of reading material:

- ❖ Mike Peto (<https://mygenerationofpolyglots.com/>) Published readers, Annual collaborative group to write novels. Advice on how to add your OWN writing to your class. (Especially level 1)
- ❖ CPLI Bookstore ([cpli-bookstore.myshopify.com](http://cpli-bookstore.myshopify.com))
- ❖ Mira Canion ([miracanyon.com](http://miracanyon.com))
- ❖ Wayside Publishing ([waysidepublishing.com](http://waysidepublishing.com))- Now has Fluency Matters collection of print & e-books
- ❖ Flango.com

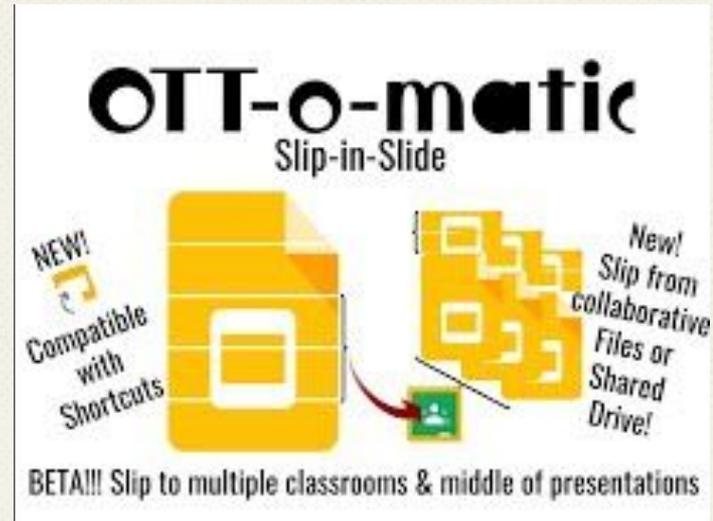
# Journals

“Journal” through the year.

- Topics per unit?
- Gratitude Journal (Samara Spielberg)  
[bit.ly/LangChatGratitudeChallenge22](https://bit.ly/LangChatGratitudeChallenge22)

Slip-in-Slide Demo:

<https://www.loom.com/share/0aef4195be1d4400b88d261f3760e5c0>



# Dictée/Dictado

Say sentences for them to copy down.

(Skip 3 lines between sentences on their paper)

Then at the end, you reveal the sentences & they copy the correct spellings below their attempt.

Then they write what it means.

(Some classes love this WAY more than you'd think. It's weird.)

# Engage their Brains



## Harvard's Project Zero Thinking Routines

### Types of Thinking Categories



<http://www.pz.harvard.edu/thinking-routines>

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## Some Favorites (mine & recommended by others)

- Word/Phrase/Sentence
- See/Think/Wonder (also great as See/Wonder/Think, or See/FEEL/Think/Wonder!)
- The 3 Whys (why might it matter to me, to people around me, to the world)
- Ten Times Two (looking or listening) - great with images & music!

## Put a screen in front of them

Garbanzo (\$, Spanish)

Sr. Wooly (\$, Spanish)

Quizlet

Duolingo

Textivate

Gimkit (\$)

Blooket (\$)

Quizizz

Kahoot (\$?)

# Low Prep Bang for the Buck

*Planning once, teaching twice, thrice, or whatever 4 is.*

# Vertical Planning



**Novice:** Who are they? How old are they? What are their names? Where are they? How long until class starts? What time does class start? What time does our class start

**Higher Level:** Why is it important to get to class on time? What are the consequences for missing class? Does our school have penalties for being late?

**PLANNING ONCE, TEACHING TWICE, THRICE, OR WHATEVER 4 IS.**

# Vertical Planning



**Novice:** Who wants to go to the bathroom? Who is talking to friends? Who raises his hand? Who goes to the bathroom? How does Justin feel?

**Higher Level:** Why did the teacher let Carlos go? Why didn't he let Justin go? Is it fair that Carlos got to go? How do you react when teachers are unfair here?

**PLANNING ONCE, TEACHING TWICE, THRICE, OR WHATEVER 4 IS.**

# Vertical Planning

If one man's trash is another man's treasure...



One class's output can be another class's input!

That didn't take as  
long as I planned...

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*What to do when you've got WAY more time  
left than you expected.*

# Card Talk

Pick a topic (your pet, your fear, your hobby, your favorite clothes)

Kids draw the thing.

Discuss and compare.



Christina Lade

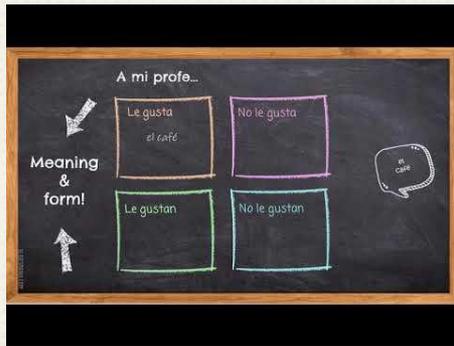
Card talk. I once had like 40 minutes left in a block class with nothing planned and I was being observed (not scheduled). Ok class. Take out a sheet of paper and draw your pet. Let's chat! 🤔🤔🤔

Like Reply 2h



# All the likes

1. You read a series of things you like & dislike.
2. Students divide a paper into sections for each, and write the things you mention in the appropriate section of the sheet.
3. Who has most in common with you?



Florencia Henshaw  
University of Illinois,  
Urbana-Champaign



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## All the likes, cont.

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### CONVERSATION:

Students make their own list of likes/dislikes.

In pairs, they read their list & the other writes THEIR chart.



### LEVEL UP:

Use things that: fascinate me, bug me, scare me, I don't care about, disgust me...

# Write and Discuss

After ANYTHING.

Write a summary together of what you have learned. Kids copy along.

Discuss as you go. Maybe translate some. Maybe add some details.

(And then USE these later. Have them reread them in class, add details, save up a few & trade w/ a partner & read the partner's choice!)

# Hide the Text

(A good Write & Discuss follow-up)

Read (or just retell) a text/content they know well out loud. Change some things as you go. Students interrupt when they hear something that is “wrong”.

(Game-ify: If they’re right they get a point. If they’re wrong, you do. Can they beat you?)

# Find the (TL)

Students have some text in front of them.

You say part of it in English.

They have to find that sentence in the text in the TL.

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## **Gaming the system**

*Quick games that review language, build proficiency, and take very little to plan.*

# SIX!

The basics:

Groups of 4. (3 is okay, 5 gets too big). Each group has 1 paper, 1 writing utensil, 1 die.

Students take turns rolling the die.

The first student who rolls a 6 on a die yells SIX. Grabs the group's writing utensil and begins writing\*.

The rest of the group keeps rolling until someone else gets a six. That person grabs the utensil & starts writing what is left.

Two winners, individual with the most correct & group with the most overall. (Only complete items count)

**\*But what do they write?**

# SIX!

What they write:

- Definitions of vocabulary words on a list (need about 75 or so)
- Translation of sentences from a story
- Cultural information from an article (or two, or three)
- Words relating to a topic (like Scattergories, but without the letters)
- ANYTHING you think they should be able to come up with!!

# Marker Partner

- Team A & Team B.
- Sit across from each other, with a marker in the middle.
- Teacher reads true/false sentences.
- If the sentence is FALSE, be first to grab the marker.
- Team with most correct wins a point...or a point for each correct...or an EXTRA point if someone on that team can correct the false sentence.

# Grudge Ball

- Set up basketball zone (use hoop/trash can, ball, tape).
- Use tape to mark 2 point & 3 point lines
- Make 5-6 teams, put team names on board, each with 10 Xs below their names.
- Ask the first team a question.
  - If they're right, they get to take a BB shot. If they miss, they erase 2 Xs from the board (not their own). If they make it from 2-pts line, they erase 4 Xs total. 3-point line. erase 5.

# Grudge Ball

- Question, cont'd.
  - If they're wrong, they ADD 2 Xs to the board (not their own).
  - Question asked to next team until someone gets it right.

The winning team has most X at the end.

If you lose all X & are eliminated, you get back in by getting question right, making 3-point shot. Then you get 5 new Xs.

# Details, Details, Details Game

Students work in groups to write a story/description/etc.  
(Take turns writing, you give them a signal to switch.)

Groups trade w/ others. YOU describe the thing, giving all details you can think of. They mark every detail present in the other group's paper.

Credit: Anne Marie Chase

<https://senorachase.com/2018/02/07/details-details-details/>

# Assessment & Feedback

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*Because this is WAY less fun than  
planning...but also takes forever.*



*You don't have to grade that.”*

*~Me.*

*Officially giving you permission to just, not grade  
it.*

# Assessment & Feedback

What feedback  
DO THEY WANT?

\_\_\_\_\_: I want corrective feedback      \_\_\_\_\_: I do **NOT** want corrective feedback

**PRESENTATIONAL WRITING** \_\_\_\_\_/50

In addition to providing feedback on the rubric, I would also like you to...  
(please choose one)

highlight or circle what I did well.	highlight or circle errors that I made.	do nothing else; the rubric is enough feedback for me.
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in collab. w/ Elsie Ratliff & Shannon Borum

<http://bit.ly/WLcollabMeredith>

What kind of feedback do **YOU** want? (check ONE)

How do I make this perfect?

🏆 Señora is going to go all in noting grammar fixes and spelling errors.

You get what I'm saying?

🧠 Señora is going to highlight any parts that are confusing / not understandable including translator interference.

What's your favorite part, Señora?

👏 Señora is going to go to highlight her favorite parts including your best risks in saying something you weren't sure about but tried anyway – more risks = more points!

What kind of feedback do **YOU** want? (check ONE)

Where can I use an upgrade?

🕒 I am ready to focus on all the details with suggestions on how to level-up the words I used and how I used them.

Am I understandable?

🗨️ I am ready to clear up anything confusing or not understandable.

Where did I shine?

👏 I am ready to see where I used my intuition, took risks, and stretched myself to say something I wasn't sure about but tried anyway. More risks = more points!

No, thanks!

I'm good – the rubric is feedback enough! Thanks, Señora! 💙👏

Credit: Meredith White, Elise Ratliff, Shannon Borum  
[bit.ly/MeredithTemplates](http://bit.ly/MeredithTemplates)

# Get yourself a good rubric

Interpretive Rubric with multiple levels of entry—kids can all do it at their level: Identify words, main idea, details.



Include options for advanced learners as well as those who are a bit behind.

Credit: Anne Marie Chase

# Get yourself a good rubric

## Analytic Rubric

### Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task, responses mostly appropriate yet undeveloped.
- 3 Completion of the task, responses appropriate and adequately developed.
- 4 Superior completion of the task, responses appropriate and with elaboration.

### Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

### Fluency

- 1 Speech halting and uneven with long pauses and/or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses, few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

### Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

### Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

### Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name \_\_\_\_\_

Task Completion	%	1	1½	2	2½	3	3½	4
Comprehensibility	%	1	1½	2	2½	3	3½	4
Fluency	%	1	1½	2	2½	3	3½	4
Pronunciation	%	1	1½	2	2½	3	3½	4
Vocabulary	%	1	1½	2	2½	3	3½	4
Language Control	%	1	1½	2	2½	3	3½	4

Raw Score: \_\_\_\_\_ /24

RAW SCORE	PERCENT GRADE	RAW SCORE	PERCENT GRADE
24	100%	A	EE
23.5	98.3%	A	EE
23	96.8%	A	EE
22.5	94.9%	A	EE
22	93.4%	A	EE
21.5	91.5%	A	EE
21	89.5%	A	EE
20.5	89.2%	B+	ME
20	88.0%	B+	ME
19.5	86.8%	B	ME
19	85.7%	B	ME
18.5	84.7%	B	ME
18	83.7%	B	ME
17.5	82.7%	B	ME
17	81.6%	B	ME
16.5	80.8%	B	ME
16	80.0%	B	ME
15.5	79.1%	C+	AME
15	78.3%	C+	AME
14.5	77.4%	C+	AME
14	76.6%	C	AME
13.5	75.7%	C	AME
13	74.8%	C	AME
12.5	73.9%	C	AME

EE: Exceeds Expectations, ME: Meets Expectations, AME: Almost Meets Expectations, DNME: Does Not Meet Expectations

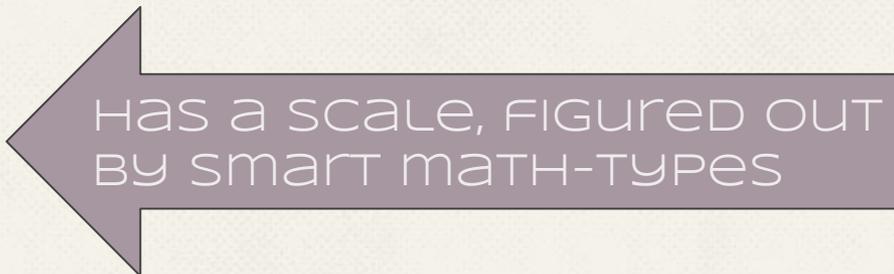
Converted % Score: \_\_\_\_\_ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} = \frac{\text{max score} \times \text{student points}}{100}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: \_\_\_\_\_



# Get yourself a good rubric

MMSD Interpretation



## Scoring Options:

Section Scores	Overall Rubric Grade	Letter Scale	4 point scale	Points scale*
EE/4: Exceeds Expectations	all ME with at least 1 EE	A	4	95
ME/3: Meets Expectations	all ME with perhaps 1 NE	B	3	85
NE/2: Nearing Expectations	2 NE, the rest ME or EE	C	2	75

## Completion of Standards 3 \_\_\_\_\_ and 4 / 5 \_\_\_\_\_

EE/4 Superior completion of the task; appropriate information and connection to cultural perspectives is presented with elaboration for the targeted level,

ME/3 Completion of the task; appropriate information and connection to cultural perspectives is presented and developed adequately for the targeted level.

NE/2 Partial completion of the task; mostly appropriate information and connection to cultural perspectives is presented yet undeveloped for the targeted level.

BE/1 Minimal completion of the task; little appropriate information and connection to cultural perspectives presented for the targeted level

IE/0 Insufficient evidence/Significant use of translation replacing authentic student work



*Never do anything for students that they can do for themselves. And never do anything for yourself that you can get a student to do for you.”*

*~Marcia Fry, UW Oshkosh*

# CAN-DO CHECK

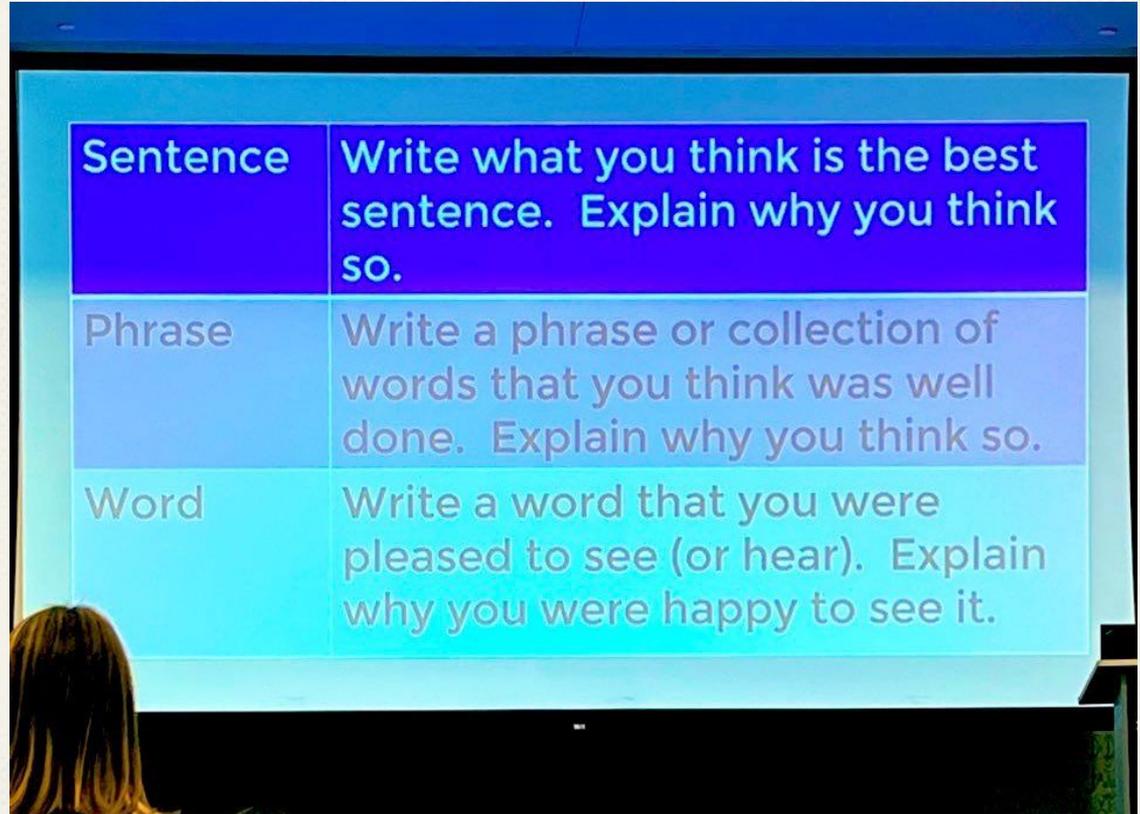
# Peer Feedback

## Spanish 1 Unit 2 SKILLS

- Step 1: Prepare the skills. They don't need to go in order.
- Step 2: Find a classmate and ask to practice with them. ¿Puedo hacer el número \_\_\_\_?
- Step 3: Get a signature for at least ½ of column 1 before starting column 2.
- Step 4: When you have both columns complete, go to Profe who will choose 2-3 tasks for you to do **to get full credit.**

	DUE DATE: catorce de noviembre	Persona 1	Persona 2	Profe
1	I can pronounce these words & say what they mean: inglés, matemáticas, ciencias, español, historia			
2	I can name 3 school supplies.			
3	I can name 3 classes.			
4	I can look at a schedule and identify what classes meet on what days/times			
5	I can say what time it is.			
6	I can specifically mention 2 supplies I need for one of my classes. (Ex. "For math class I need ____			

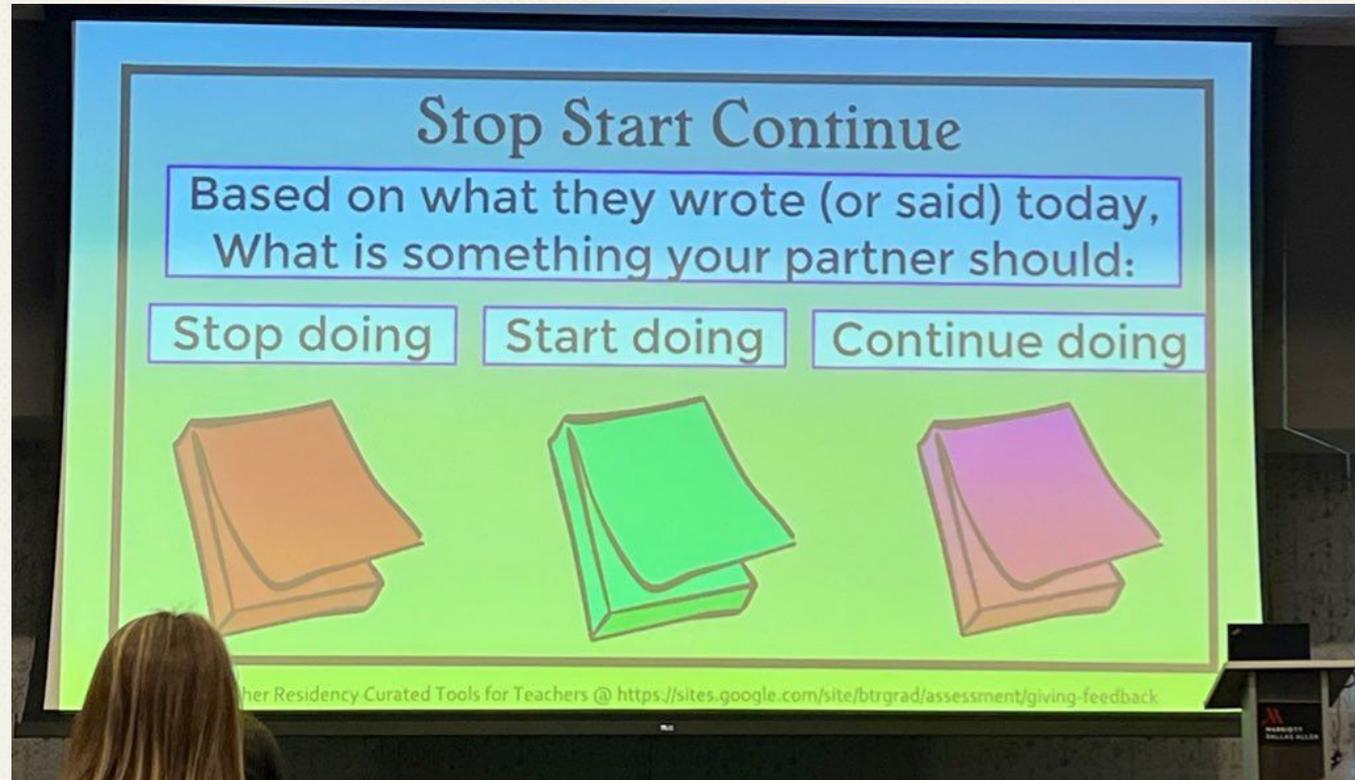
# Peer Feedback



Sentence	Write what you think is the best sentence. Explain why you think so.
Phrase	Write a phrase or collection of words that you think was well done. Explain why you think so.
Word	Write a word that you were pleased to see (or hear). Explain why you were happy to see it.

Credit: “Peer Feedback Done Better”,  
presented to TFLA by @gretafromtexas

# Peer Feedback



Credit: "Peer Feedback Done Better", presented to TFLA by @gretafromtexas  
Credited there to <https://sites.google.com/site/btrgrad/assessment/giving-feedback>

# Peer Feedback

Move from:	1 - 2 - 3	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Move from:	1 - 3 - 5	Move to:
Only responds when asked		Volunteers comments related to the discussion
Asks random questions		Asks follow-up questions related to what someone else said
Gives short responses		Gives responses with details, reasons, explanations
Dominates the discussion		Invites others to give their opinions, ideas
Repeats ideas that others already contributed		Adds ideas, insights, additional information to make the discussion more interesting

Donna Clementi

Donna Clementi

Credit: “Peer Feedback Done Better”, presented to TFLA by @gretafromtexas  
Credited there to Donna Clementi

# **Organizing for now AND later**

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*Will you ever see these things again?*

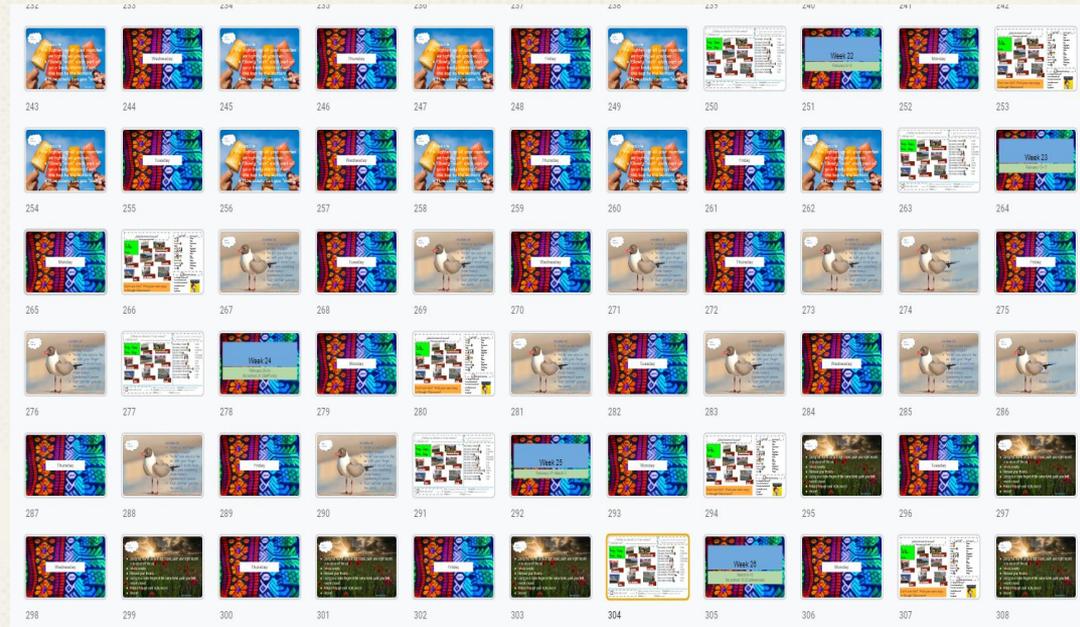
Copy & Paste the weekly things ahead!

This is a screen shot of my “Spanish 1 Plan” Google Slide show. I spent a big chunk of time at the start of the year making “title” slides with the weekly dates, and then adding a slide for each day of the week.

Every Monday I put in my “what did you do last weekend” cheat sheet, and Friday “what will you do this weekend” sheet, my Tuesday “Garbanzo” site warm-ups, and all the other routine things. For the WHOLE YEAR.

Each week I cut (ctrl + x) the upcoming week from this and put it into a new slideshow for the week, where I add in the specific plans. (I use the whole big slideshow for long-term planning, but tweak each week as it comes up with the specific daily things.)

Saves me a lot of prep and keeps me organized. So, not “low prep” exactly...but it’s much prep once, lower prep later.





# WHERE IS THAT???

- Clean up your drive(s)
  - Untitled document

I only had 17 of these...

# WHERE IS THAT???

- Name your files well (it doesn't need to be pretty)
- Inbox folders?
- Ditch the dead zones: folders where data goes to die

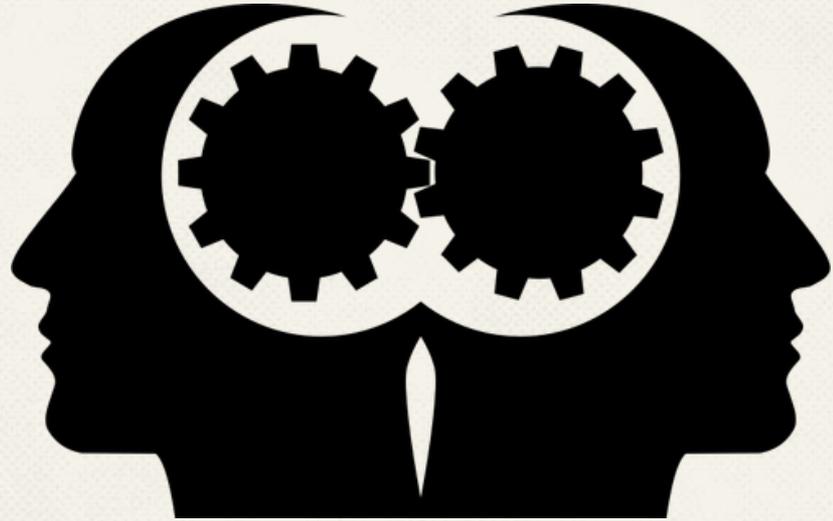


Lisa Mchargue's Blog



# Many heads are better than one

- Source images/video
- Share ideas/questions
- Collaborate on lessons/units
- Make videos to share with others (snapchat/instagram ->caption ->save ->google drive upload)



# Thank YOU!

*For sharing your time with me.*

*If you want to keep in touch, you can find me on*

*Twitter: @kelferg*

*Email: sртаferg@gmail.com*

**Find this presentation at:  
[tinyurl.com/KFergWAFLT22](https://tinyurl.com/KFergWAFLT22)**



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