Afterschool Burris Spanish Club

An Honors Thesis (HONRS 499)

by

Nathaniel Joseph Stewart

Dr. Christopher Luke

Ball State University
Muncie, Indiana

May 2013

Expected Date of Graduation

July 2013
For five weeks I traveled to Burris Laboratory School at Ball State University to create and facilitate an after-school Spanish Club Program for lower elementary children one day a week. During each week’s lesson we covered a different topic or element of the Spanish language or culture. First we discussed an overview of the Spanish language and where Spanish is spoken around the world. Following, we discussed Spanish pronunciation and the vowel sounds used in Spanish. In the following sessions we covered topics such as colors, numbers, and short conversational lines expressing emotions or status of health. From each after-school session I compiled an annotated lesson plan that discusses specific pedagogical strategies that were incorporated within the lessons and the effectiveness they have for new language acquisition.

Acknowledgements

I owe all of my gratitude and appreciation to my teacher, my mentor, my advisor, my superhero, and my role model of who I want to become to Dr. Luke for always believing in me and being my source of encouragement and protection throughout my collegiate experience at Ball State. You always made learning more than a grade and taught us what real effective and meaningful education should look like. Thank you for all of the laughs, memories, and motivational times you told me “I could do it.” Thank you also for introducing me to the Oven Mitt because it never let me down and always made good decisions when I was too indecisive to make them.

I also give my warmest appreciation, love, and respect to my family as they were always with me through every test, paper, and project and I am positive that I would never have been able to be as successful as I have been without them being in my life. Muchísimas gracias hermana para ser mi modelo como debo enseñar con la pasión y el amor. Mom, you are my rock and my life source. You have given me purpose, drive, and meaning for teaching. You have changed my world for the better and I hope to be able to do the same for the rest of the world to honor you and the teaching profession. I love you all so very much and God bless!
Author's Statement

By the year 2020 the United States will become the second largest Spanish speaking country in the world and therefore there has never been a greater need and desire for Spanish education in our schools as there is today. As a pre-service Spanish teacher, I am passionate about finding and implementing the most effective ways to present content information. Ideal teaching practices should not only be engaging and memorable to students, but also provide them realistic and practical applications.

It has been my privilege to explore effective teaching methods for secondary language acquisition for school aged children by working closely with the Burris Laboratory School in Muncie, IN. One day a week I implemented an after-school Spanish club where I presented introductory topics in Spanish language and culture. I used a variety of general as well as language focused teaching methods such as emphasizing levels of Bloom's Taxonomy, using authentic sources of Spanish language actually used in Hispanic cultures, and ample opportunities for the students to practice speaking Spanish in real-life situations such as going to the bank or to the grocery store. After each week I reflected on whether or not the practices used during that week's session were effective or not. Then I compiled all of my lesson plans into a single unit for others to use if they wanted to create their own Spanish lesson club and annotated the lessons with pedagogical and psychological research as reference and proof that effective teaching methods were used through the project. The lessons are rooted in best teaching practices and therefore these lesson plans and activities will also be effective and beneficial for any traditional Spanish classroom in any school corporation.
The research found in this compilation of lesson plans stem from all of the research and pedagogical methods that were taught from my four years of Ball State Teacher's College classes. These classes included, but are not limited to: EDSEC 150, EDSEC 250, EDPS 251, FL 250, EDSEC 350, EDJHM 351, ENG 356, ENG 357, EDPS 390, FL 396, FL 397, EDFON 420, ENG 436, ENG 437, and ENG 457.

The goal of this project is to promote learning a foreign language, Spanish in this case, at younger levels than the typically high school age where most foreign language classes start. Additionally, learning a foreign language helps to create respect and admiration for foreign cultures and societies instead of prolonging hateful stereotypes generally formed by ignorance and misunderstandings. This after-school Spanish program is not only promoting the future academic success of these students when they enroll into a foreign language class but ultimately it is fostering global tolerance and affirming the importance of Hispanic culture in the United States as well as reaching out to our Hispanic friends abroad.
Theme/Content
Introduction to Spanish and Pronunciation

Objectives
- Students will introduce themselves in an ice-breaker activity to build community and trust.
- Students will learn introductory information about Spanish and Hispanic cultures by viewing a PowerPoint presentation.
- Students will show their understanding of Spanish vowel pronunciations by moving to the correct vowel station when a vowel is pronounced in Spanish.

Activities/Schedule

1) Ice-breaker/Name Game-
   The first thing we did on our first day was to play an ice breaker and name game so the students could feel comfortable with their new instructors and get to know us as well as the instructors to learn the personalities and names of the students we would be working with. (a, b)
   - My name is...and I dance like this-
     - This is a memory name game. The first person introduces himself/herself by saying, "My name is (name) and I dance like this." Then the individual picks a simple dance move that will be associated with his/her name. Each following person will have to introduce every person that came before them by starting with the first one, saying their name and performing their respected dance move all the way around to themselves then introducing themselves and performing their chosen dance move. The last person of the group will have to remember all of the person's names in front of him, in order, and their dance moves until they can introduce himself/herself.

1) Introductory Presentation to Spanish-
   We were uncertain what exact age levels of children we would have on our first day as well as not knowing what their knowledge levels of Spanish would be. So we decided to give a brief overview informative PowerPoint presentation about where in the world people speak Spanish, how many people in the world speak Spanish, and basic rules to pronounce correctly in Spanish. (c)
   - In the presentation we discuss the specific ways that Spanish vowels are pronounced. To practice this, we showed a list of English words and had them pronounce them with the proper Spanish pronunciations they learned before.
2) Review Game- The 5 vowels (a,e,i,o,u) were written on pieces of paper and were placed at different parts of the room. The teacher would pronounce of the vowels and the students would have to walk to the correct corresponding letter station around the room. This seemed difficult for students at times because some of the Spanish pronunciations sound the same as the names for some of the English letters. For example the letter “e” in Spanish is pronounced like the name for the English “a.”

What does the research say?

a. Learning names is an extremely crucial part of being a teacher, because it is very important for students to feel important and needed and a simple way to do that is to call them by name as soon as you can.

b. Additionally, on the first day of instruction you will learn the names of the exceptional students you can trust as well as the disruptive students. Being able to call a student by name will help you maintain your classroom management more effectively.

c. The PowerPoint was a pedagogical strategy for those students that prefer to learn through visual means. A PowerPoint also gives structure to a lesson and keeps the class time focused and purposeful. Students that are a part of the Autism spectrum usually need consistent structure in lessons and minimal surprises. If there were any students with Autism I would have handed them a printed handout of all the PowerPoint slides so they could follow along with me during the presentation and know exactly how long the presentation was going to last.

d. This review game is a form of student assessment in the classroom. It is important to know that not all assessments have to be formal forms such as tests and quizzes. In fact, mini assessment checks for learning are very effective in gauging how much your students comprehend. Once you have gathered the levels of understanding your students have, you can then adjust your future lessons to accommodate what topics you might have to recover or can spend less time on depending on how well they do.
Session 2
Spanish Club
Apple Tree Elementary Students
Burris Laboratory School

Theme/Content
Colors

Objectives
- Students will learn the color names in Spanish in small groups then will present to the rest of the class what they learned.
- Students will practice pronouncing the Spanish color words through oral repetition.
- Students will solidify their knowledge of Spanish colors by learning and singing a song about the colors in Spanish.

Vocabulary

Procedure

1) Separate students into smaller groups of 3-4. (a)
2) Each group with receive different piles of puzzle pieces that when put together correctly will show the English word for a color with its Spanish translation. This is how they will learn the new Spanish vocabulary. (b)
3) Students will create a motion associated with each vocab word they have in their group (about 4 words total) and will say the new Spanish word while doing the respectful action. (c, d)
4) Students then worked on their Inter-personal skills by presenting to the rest of the other groups the vocabulary words and the actions the chose to go with them. (e, f)
5) Students then are introduced to a song that will help them remember the colors in Spanish. This song is to the tune of Yankee Doodle. All students are given a copy of the lyrics. (g, h)
6) Students had the opportunity to co-lead parts of the color song with one of the teachers. (i)

What does the research say?

a. Small groups have been proven to be effective for younger students because it eliminates the pressure or anxiety of presenting in front of a large group. Young children are intimidated about “being on show” so they can have a lower effective filter in small intimate groups that allow them to process and retain more information.
b. This incorporates Kinesthetic Learning that is an important learning strategy for many students who learn from touching or manually manipulating objects to build concrete understandings of difficult or abstract ideas.

c. This is called the “Total Physical Response” (TPR) approach and has been found effective for Language Acquisition. The premise of this approach is giving students a kinesthetic outlet to learning new information and through muscle memory, students will remember information based on the connection you make with the action and the vocab words.

d. Additionally, allowing the students to create their own actions for the TPR approach allows them to create a sense of autonomy and participation in their own learning instead of being dictated exactly what they are supposed to do and exactly how to do it. This is supported by Edward L. Deci and Richard M. Ryan’s “Self-Determination” theory, which mentions the importance of autonomy for students’ motivation to learn and ultimately acquire information.

e. Even though a large group presentation can be scary for younger students, these students were presenting in a group of three or four so in a sense they were not presenting alone and could rely on the comfort of knowing the other members in their group were also presenting.

f. Oral production is also extremely important for language acquisition, especially for learning a second language. Presenting to the rest of the class their vocab words and actions was a fun way for them to practice speaking Spanish in a safe and supportive academic environment.

g. Musical intelligence is one of Howard Gardner’s Frames of Mind and is an excellent approach to use to teach content. Putting information to music helps some individuals create more meaningful connections for comprehension and memorization than trying other traditional memorization methods such as flash cards.

h. Additionally, using the popular and widely known tune of Yankee Doodle helps to activate prior knowledge for the students. Since they already know this tune, they can quickly pick up how the color song should be sung and will learn the information quicker than if they would have to learn a new melody as well.

i. This activity is not only good for repetition’s sake to learn the song, but it is also great for fostering a positive “Performance goal” that says that students have the desire to feel and look competent in front of peers. By encouraging the students before and after their co-leading session we were able to engage every student to lead a part of the color song at least once.
Session 3  
Spanish Club  
Apple Tree Elementary Students  
Burris Laboratory School

**Theme/Content**  
Colors Part 2

**Objectives**  
- Students will be able to identify and correctly pronounce the color words in Spanish.

**Procedure**

1. **Vocabulary introduction**- Students are given a list of 10 colors in Spanish. The teacher reads each Spanish color word aloud with its English translation. The students repeat the Spanish color words back to the teacher to insure there is correct pronunciation. Meanwhile, the students use crayons to color each Spanish vocabulary word on their worksheet with the correct color. (a)

2. **Color by Numbers activity**- Students are divided into 4-5 groups, each group receiving a different picture to color. Each group will use a different color for each number based on teacher instruction. In the end, students from each group should have a similar picture with matching colors. Finally, the color words are reviewed one more time, when the teacher says the words in English, and students are asked to pronounce the correct matching words in Spanish. (b)

3. **Find this color**- The teacher would say a color in Spanish and the students would have to find an object in the room that was that color. For example, if I called out the color "rojo" the students would have to find something that was red somewhere in the classroom. (c, d, e)

4. **I Spy**- Lastly, the teacher tells the students that they see an object of a certain color in Spanish. Then the students take turns to guess what object the teacher has in mind. The student that guesses correctly then gets to choose the color in Spanish and object for the next round.

**What does the research say?**

a. According to the Expectancy X Value Theory by psychologist Martin Fishbein, students' motivation will be a factor of how successful they believe they will be on a certain task as well as the value or importance they have for that given task. In this activity, we capitalized on the Value aspect for small children by allowing them to color. By allowing the students to do something they greatly enjoyed their motivation to learn was much higher than if we would have lectured them with a stale PowerPoint presentation.

b. According to the Goal Orientation Theory, students will be motivated to not look foolish or unintelligible in comparison to their peers. By splitting the students up into separate groups the students concentrated on what they needed to do for their own group instead of
comparing their progress to the students next to them. This created a stress free environment where students did not feel they had to compare against their peers and therefore allowed them to concentrate on the content instead of the competition.

c. This activity had 2 main practices in it. First, this activity was used as an informal assessment to gauge if the students had understood the content.

d. Secondly, this activity focused on engaging the students' minds in an elevated level. Instead of asking for simple "question, answer" response, this activity made the students recognize the correct answer then internalize the correct answer to find something that had the same color around the room.

e. Additionally, by this time the students had been in their seats for over 20 minutes so the opportunity to move around the room was beneficial to help refocus the students.
Session 4  
Spanish Club  
Apple Tree Elementary Students  
Burris Laboratory School

Theme/Content  
Numbers 0-10

Objective
- Each student will be able to recognize and recall the Spanish numbers 0-10 when they see them or hear them.

Vocabulary

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = cero</td>
<td>3 = tres</td>
<td>6 = seis</td>
<td>9 = nueve</td>
<td></td>
</tr>
<tr>
<td>1 = uno</td>
<td>4 = cuatro</td>
<td>7 = siete</td>
<td>10 = diez</td>
<td></td>
</tr>
<tr>
<td>2 = dos</td>
<td>5 = cinco</td>
<td>8 = ocho</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure
1. Teaching the Content- Students are given a worksheet that has pictures of characters representing the numbers 0-10. One at a time, the students are given the Spanish translation for each number and they are to write the Spanish word next to the English translation. Additionally, they are instructed to color each number picture a specific color to help them review their previously learned Spanish colors.

2. Numbers Review- We had a PowerPoint that had pictures of many different numbers of baby animals. Each slide had a different number of animals from 0 to 10 so the students could practice their Spanish numbers.

3. Spanish Numbers with M&M's- Each student was given 10 M&M’s and was asked to separate them into their different colors and then count how many they had of each color. Using the different colors of M&M’s we were also able to review the Spanish colors. Then the teacher asked the students to stand up when they heard the number of M&M’s they had for each color. Example- “Stand up if you had ‘tres’ azules.”

4. How many?- The teacher asks the students simple questions such as “How many siblings do you have?” and then he designates certain parts of the room for different ranges of numbers. For example, the left side of the room would be “cero” siblings, the middle of the classroom would be for those people with “uno” or “dos” siblings, and the right side of the room would be for those people with “tres” or more siblings. Then the students would have to move to the corresponding part of the room that they identify with.
   - How many pets do you have?
   - How many siblings do you have?
   - How many best friends do you have?
   - How many Grandparents do you have now?
   - How many US states have you been to?
   - How many Thanksgiving Meals do you usually go to?
   - How many pieces of pizza do you usually eat at one time?
What does the research say?

This lesson encapsulated in the importance on using a variety and wide breadth of learning modalities in your classroom lessons. Not all children learn the same way, therefore we must reach our students where they learn best and provide them with a varied array of teaching practices to insure that our students are engaged, motivated, and learning. The following are elements how each learning modality was met.

- **Mathematical** - The entire lesson is centered on mathematical intelligences, but explicitly the activity with the M&M’s was a concrete way to allow students to see numerical data with a first-hand experience.

- **Linguistic** - The students wrote down the proper Spanish vocabulary words themselves to help those individuals that prefer to write down information themselves than just looking at it on paper. Also, during the “How many?” activity, we asked students to explain or elaborate why they were standing in their respective areas for each question.

- **Spatial** - Students needed to color in their number pictures as well as using spatial intelligence to move around the room based on their respective answers during the “How many?” activity.

- **Bodily Kinesthetic** - Children need an opportunity to move and release energy. The students were able to move during the “How many” activity as well as standing up and sitting down during the M&M’s counting activity.

- **Naturalistic** - Using elements of nature fascinates and captures students with naturalistic strengths. To play off of this learning preference, we used baby animals for our number review PowerPoint.

- **Intrapersonal** - Students are asked personal questions about their lives and must reflect on their answers to come up with a number that will place them at a specific location in the room.

- Though both Musical and Interpersonal skills were not capitalized on in this particular lesson we have used these modalities earlier in our sessions to engage those specific learners. It is important to know that it is not an expectation to include all learning modalities in every lesson, but to represent them all from time to time. In some cases, it might even be ineffective if all the frames of mind are present at once.
Session 5
Spanish Club
Apple Tree Afterschool Program
Burris Laboratory School

Theme/Content
Greetings and Feelings

Objectives
- Students will learn greeting and feelings in Spanish and will be able to respond in complete sentences when they are asked, “¿Cómo estás hoy?”
- Students will demonstrate their knowledge of the Spanish greetings and feelings by showing their teachers with non-verbal communication during the class stations.

Vocabulary
- bien = well
- mal = poor/unwell
- estoy = I am (feelings)
- así así = so so/okay
- feliz = happy
- enfermo/a = sick

Procedure
We created three different activities to serve as a rotation for students to learn, review, and strengthen their understanding and knowledge of our Spanish greetings and feelings. The order that they visited each station was not necessary because each station touched on the same topics in each one but used a different learning modality to express the same ideas.

The following are the stations in no specific order:

1. Vocabulary Scrapbooking- Students are given one of the 5 vocabulary words (bien, mal, así así, feliz, and enfermo) and was to look through magazines and newspapers to find pictures that would represent the emotion that he or she was assigned. The student would use the pictures they found to create a collage of pictures that would demonstrate the meaning of the respected Spanish vocabulary word. (a)

2. Face Making- Students are given a piece of paper with a template of a face on the page. Then each student is given a small supply of circular cereal pieces such as Cheerios, Apple Jacks, and Froot Loops. When the teacher says one of the vocabulary words the student must rearrange the pieces of cereal to create a face on the template that would accurately reflect the given Spanish word. For example, if the word was “feliz” the student could use the cereal pieces to make a big smile for a mouth. (b)

3. Actor’s Station- Students have the opportunity to move around and express their creative sides while they demonstrate small performances that represent one of the vocabulary words. Similar to charades, students not performing try to guess the emotion that the performing student is enacting. The students practice their oral Spanish abilities as all answers must be in Spanish instead of English. (c)
What does the research say?

a. A best practice for teaching any language as a second language is to provide scaffolding techniques to help students learn new content. Having students cut out pictures that reflect their corresponding Spanish feeling vocabulary word will allow the teacher to informally assess student comprehension. For example, if a student had the word “triste” (sad) but he cut out pictures of happy people then you would know that he did not know that “triste” meant sad. Additionally, associating pictures with words will solidify the word meanings to the students as pictures are a non-verbal way of communication that bridges the knowledge of the student’s native language to the second language they are acquiring.

b. This activity is a great example of effective classroom management built into the instruction of the class. In beginning part of the activity the teacher discusses to the students the ground rules and instructions for the activity. The students understand that they will be rearranging the cereal pieces to create the appropriate faces for each Spanish vocabulary words. Additionally, the students are told that if they are cooperative and respectful to the teacher and to the other students during the activity they will be allowed to eat their cereal pieces at the very end. If they do not honor this contract then they will not earn the opportunity to eat the cereal snack. The disciplinary actions are already built into the activity so the students are not unaware of the positive and negative consequences that will occur depending on what the students’ actions are.

c. This exercise capitalizes on a physical or kinesthetic learning strategy. Some students prefer to have hands-on practice to learn new materials. Vocabulary charades can be an effective tool for students as they can connect class content with a performance or a visual representation. Instead of rote memorization, students are able to create their own learning experiences. This will make the learning more meaningful and more memorable. Additionally, with many budget cuts to education, public schools are unfortunately decreasing or eliminating their fine arts departments. The vital skills that students can learn and master through theatre, music, and art are now falling on the responsibilities of the main classroom teacher. Therefore, using charades in the classroom introduces differing teaching approaches that students might never experience in the no-longer existing “specialty” classes.
Works Cited


mal = bad Adam
Bien = good

Leila
Color by Numbers in Spanish

Color the girl according to the grid below. Repeat the name of each color in Spanish as you use it to color the picture.

<table>
<thead>
<tr>
<th>1</th>
<th>amarillo</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>rojo</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>uno</th>
<th>amarillo</th>
<th>cuatro</th>
<th>azul</th>
</tr>
</thead>
<tbody>
<tr>
<td>dos</td>
<td>marrón</td>
<td>cinco</td>
<td>anaranjado</td>
</tr>
<tr>
<td>tres</td>
<td>rojo</td>
<td>seis</td>
<td>verde</td>
</tr>
</tbody>
</table>

mixminder.com
The Colors Song
To the tune of Yankee Doodle

Red rojo
Orange anaranjado
Yellow Amarillo
Blue azul
Grey gris
Green verde
Brown cafe marron
White blanco
Black negro
Purple morado
Pink rosado
Gold dorado
Silver plateado
Welcome
Spanish Superstars!

Where do People Speak Spanish?

Do you already know Spanish?

- Yes you do!
- There are many similar words in Spanish and in English.
- These words in common are called: "Cognates"

Do these words look familiar?

- color
- actor
- animal
- hospital
- artista
- inteligente
- diccionario
- natural
- delicioso
- terrible

Slight Differences in Spanish from English

- Never pronounce "H's"
- "H's" are silent. So "Hospital" sounds like "-ospital"
- "Z's" are pronounced like "S's"
- "Zapato" (shoe) sounds like "sapato"
No Silent Double Letters

- If there are double letters than the sound of the letter changes.
  - "ca:r" ("expensive" has a "r")
  - "ca:ro" ("car" has a "r's")
  - "lave" ("the washes" [subjunctive] has a "L")
  - "lave" ("key" has a "ll's")

Vowels

- Only 5 distinct sounds.
  - [a]- like "awesome" "autumn"
  - [e]- like "same" "made"
  - [i]- like "feet" "leaf"
  - [o]- like "ghost" "snow"
  - [u]- like "new" "blue"

apple, cat, card, pan, ask,

pen, Peyton, send, leaf, feet

lick, fill, this, did, yield

told, pool, not, coffee, dog

put, true, cup, number, duck
Numbers
Coloring Book
with Ten-Frames

one

four

two

four

two

three

one

three

four