

Juggling co-created stories: Tips, Tricks, Solutions

UFLA 2020

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Using a script

Bold words- core vocabulary

Underlined words- details to ask

Some sources for scripts:

[SOMOS and Nous Sommes by Martina Bex](#)

[Look I can Talk by TPRS Books](#)

[Scripts by Anne Matava](#)

[Tripp's Scripts, by Jim Tripp](#)

bit.ly/storyaskingsolutions

videos, resources, more links

Types of sentences

★ Statements

- Say it like you mean it!
- These statements establish facts.

★ Fishing Questions

- These questions add details.
- Students do not know the answers.

★ Differentiated Questions (aka circling)

- These are questions about facts.
- Students know the answers to these questions because you made a statement.
- If they respond accurately, quickly, and confidently, you don't have to ask as many of these.

★ Personalized Questions (PQA)

★ Brain breaks and management stuff



Procedures

Teach students HOW and WHEN to respond

Teach. Practice. Practice more. Do not accept anything less than exactly what you want.

★ Silent Cue


- AKA Listen up, eyes on me, stop what you are doing, return to your seats.
- **This is maybe the most important thing you can do.**
- Decide on what it is: call and response, signal, bell, whatever.
- Teach it, then practice, practice, practice.

★ **Class Goals** ([Click here to download my version](#))

- Listen with the intent to understand.
- One person speaks, the others listen.
- Do your 50%. (Play the Game. Respond to all questions.)
- Signal if I am not clear.
- Track the speaker.
- SUPPORT THE FLOW.

★ **StoryAsking Goals**

- Once I say something, it is true.
- No arguing!
- Anything is possible!
- You can make L1 suggestions when I cue you.

★ **Individual responses** 

- I raise my hand, they need to raise their hand.
- Allows think time!
- “Help me” sign: they can make suggestions for details by raising their hand; ok to use one or two words in L1. [Click here to download an example.](#)

★ **Choral Response** 

- Count down, lean in.
- Chorus master for oohs and ahhs.

★ **Preface questions with a cue**

- Class,
- Yes or no

Deciding Details - No Prep



STUDENTS decide

- Actor decides.
- Class Expert (2nd professor) decides.
- Vote with hands.
- Vote with body.

TEACHER decides

- “Almost”- say “almost” in target language, then exaggerate it.
- The great Yell- students yell suggestions and you pretend to hear the one you want.
- I have a secret- say “I have a secret” in target language, and tell them.
- Just decide.

It's ok to look something up or to refuse a suggestion. It's ok to set guidelines for students. It's ok not to know all the words.

Deciding Details - PREP REQUIRED

DECIDE on details ahead of time!



- ★ [Storycubes](#) (click for details)
 - Students write on dry-erase cubes.
 - Roll to decide.
 - From La Maestra Loca (Annabelle Williamson)
- ★ **Written suggestions in a hat**
 - Decide on categories and have students write suggestions on slips of paper.
 - Collect and put them in different hats.
 - Pick suggestions from hats to decide.
- ★ **4-Square class suggestions**
 - Choose 4 categories and have the class brainstorm ideas before starting.
 - From Laurie Clarcq, [Hearts For Teaching](#) (click to read more)
- ★ **Madlibs™**
 - Students fill out a form and create their own version of the story.
 - Example can be found in the SOMOS Collaboration Drive [here](#).
- ★ [Chalk Talk](#) (Click for details)
 - Use big paper.
 - Kids write suggestions in categories.
 - Great for differentiation.
 - From La Maestra Loca (Annabelle Williamson)
- ★ [Digital Spinner](#), [Kahoot](#), [Magic 8 Ball](#) ([Spanish](#), [French](#), [Russian](#), [Chinese](#))



Tracking Stories

- ★ Using a [story writer](#) (click for kid friendly directions to download)
 - Use a dedicated notebook.
 - Student copies off of board.
 - Uses bullet points OR sentences.
 - Great for faster processors!
- ★ [Track details on you whiteboard](#). (Click for example)
- ★ **Take a picture of your whiteboard!!!!**

Transcribing Stories

- ★ Copy the text of the script from the original to a word document.
- ★ Use *find and replace* function to replace names, locations, and whatever else you can.
- ★ Don't forget to proofread before you print!
- ★ Write up as much as you can as soon as you can.
- ★ Use Write and Discuss
 - [Click here for a template in GoogleDocs](#)
 - [Click here for directions and video](#)



Miscellaneous



- ★ Watch how I do this with kids (videos of my classroom story-asking)
 - [Level 1](#) -this is a longer version of the story we watched today
 - [Level 2](#)
- ★ [Differentiation ideas for fast processors and directions for writer and quiz writer \(with downloads\)](#)
- ★ [Peer observation: organizer and questions to ask \(by Martina Bex\)](#) (with graphic organizer)

Questions?

Get in touch!

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