

ANCILLARIES

1. Printable forms (all pages to make copies)
2. Fluency Fast Level 1 Spanish Curriculum Guide

CHAPTER 1: START WHERE YOU ARE

SELF-ASSESSMENT CHECKLIST
MY SELF-COACHING GOALS

CHAPTER 2: 95% INPUT

NUMBER OF MINUTES FORM

CHAPTER 3: COMPREHENSIBLE

EXIT TICKET FORM

CHAPTER 4: SIMPLE STORY-ASKING

TALLY FORM FOR R
EPETITIONS

CHAPTER 5: COMPLEX STORY-ASKING

STORY-ASKING STUDENT TALLY FORM
STORY-ASKING OBSERVER TALLY FORM

CHAPTER 6: THE ART OF STORY-ASKING

CONTROLLING THE STORY AND CREATING A CLASSROOM CULTURE
SELF-ASSESSMENT
SELF RE-ASSESSMENT

CHAPTER 7: COACHING STUDENT ACTING

ACTING OUT THE STORY; SKILLS TO SELF-COACH CHECKLIST

SELF-ASSESSMENT CHECKLIST

MARK EACH SKILL WITH STRENGTH (S), WORKING ON (WO) or
NEEDS IMPROVEMENT (NI)

INPUT

Percentage of class time in the TL:

Goal:

Average repetitions per target phrase: _____

Average student responses per minute: _____

COMPREHENSIBLE

_____ Comprehension Checks

_____ Pace

COMPELLING

_____ Story-ASKING

_____ Circling

_____ Parking

CONTROLLING THE STORY SKILLS TO SELF-COACH:

_____ 1. Responding to a Zero response

_____ 2. Verifying the detail

_____ 3. The ladder of specificity

_____ 4. "Casi" (almost) technique

_____ 5. Designate one responder

_____ 6. "How does he react?" (¿cómo reacciona?)

_____ 7. Listening to and acknowledging student
responses

_____ 8. Rejecting / Accepting Answers (Obviously!
That's ridiculous!)

_____ 9. Planting answers

_____ 10. Everything is possible in _____ class!

_____ 11. Pop-up Grammar

_____ 12. It's my story!

_____ 13. You're thinking of French class...

_____ 14. Never ask why

_____ 15. Una explicación breve. (A brief explanation)
or "I have a secret"

- _____ 16. Combine details
- _____ 17. Confirm details with the actor and compare and contrast responses with class responses or previous student responses
- _____ 18. "TPRS Positive" at all times

CLASS CULTURE SKILLS TO SELF-COACH

- _____ 19. Class rules
- _____ 20. Experts
- _____ 21. Props
- _____ 22. Sound Effects
- _____ 23. The Class Photographer and Photo Re-tells
- _____ 24. Classroom jobs

MY SELF-COACHING GOALS Date:		
Strengths	Working on	Needs Improvement
Goal/s	How will you coach yourself?	How will you know you are done?

Thank you for helping me be a better teacher! What I want to know is how much of the full class period (from bell to bell) I am speaking in the language I am teaching. If you don't have a stop watch, let me know and I'll get you one. At the end of class, just leave it on my desk. If you got distracted, no big deal. I'll just try again tomorrow!

Number of minutes in class period: _____

Number of minutes the teachers is speaking in the target language:

Number of times the teacher says anything in the first language:

Number of minutes something else is happening: _____

(Like Free Reading by students or Students talking to each other or involved in some other activity.)

Total number of minutes in the target language: _____

Thank you for helping me be a better teacher! What I want to know is how much of the full class period (from bell to bell) I am speaking in the language I am teaching. If you don't have a stop watch, let me know and I'll get you one. At the end of class, just leave it on my desk. If you got distracted, no big deal. I'll just try again tomorrow!

Number of minutes in class period: _____

Number of minutes the teachers is speaking in the target language:

Number of times the teacher says anything in the first language:

Number of minutes something else is happening: _____

(Like Free Reading by students or Students talking to each other or involved in some other activity.)

Total number of minutes in the target language: _____

YOUR NAME:

MY NAME:

Today is Monday Tuesday Wednesday Thursday Friday Saturday Sunday

5. What was your overall comprehension of today's class?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. How was the pace?

Too slow Just right Too fast

7. Give yourself a grade based on this criteria: How well did you personally do at stopping me or slowing me down if you didn't understand or it was too fast?

F- F F+ E D- D D+ C- C C+ B- B B+ A- A A+

8. (ON THE BACK) What do you want me to know for tomorrow? (General feedback, questions, vocab you need, praise, criticism, confidential information about odiferous classmates)

YOUR NAME:

MY NAME:

Today is Monday Tuesday Wednesday Thursday Friday Saturday Sunday

5. What was your overall comprehension of today's class?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. How was the pace?

Too slow Just right Too fast

7. Give yourself a grade based on this criteria: How well did you personally do at stopping me or slowing me down if you didn't understand or it was too fast?

F- F F+ E D- D D+ C- C C+ B- B B+ A- A A+

8. (ON THE BACK) What do you want me to know for tomorrow? (General feedback, questions, vocab you need, praise, criticism, confidential information about odiferous classmates)

TALLY FORM FOR REPETITIONS

NAME:

DATE / PERIOD:

Thank you for helping me be a better teacher! What I want to know today how many times I am saying the words I'm focused on today. Just make a check mark every time I say a word and total them up at the end.

Start time:

End time:

Word / phrase 1: _____

Tally: _____ Total: _____

Word / phrase 2: _____

Tally: _____ Total: _____

Word / phrase 3: _____

Tally: _____ Total: _____

TALLY FORM FOR REPETITIONS

NAME:

DATE / PERIOD:

Thank you for helping me be a better teacher! What I want to know today how many times I am saying the words I'm focused on today. Just make a check mark every time I say a word and total them up at the end.

Start time:

End time:

Word / phrase 1: _____

Tally: _____ Total: _____

Word / phrase 2: _____

Tally: _____ Total: _____

Word / phrase 3: _____

STORY-ASKING OBSERVER TALLY FORM

NAME:
DATE/PERIOD:

Thank you for helping me be a better teacher! What I want to know today is how many statements I make while Storytelling and how many questions I ask. I'm trying to make sure that the class and I are co-creating the story.

When I ask a question, write this: ?

When I make a statement that is not a question, write this: /

Your tally should look like this at the end of the story: ???/??/???/?/???/?/?/???

Start time: End time:

Tally:

Total questions:

Total statements:

STORY-ASKING OBSERVER TALLY FORM

NAME:
DATE / PERIOD:

Thank you for helping me be a better teacher! What I want to know today is how many statements I make while Storytelling and how many questions I ask. I'm trying to make sure that the class and I are co-creating the story.

When I ask a question, write this: ?

When I make a statement that is not a question, write this: /

Your tally should look like this at the end of the story: ???/??/???/?/???/?/?/???

Start time: End time:

Tally:

Total questions:

Total statements:

SELF-ASSESSMENT

MARK EACH SKILL WITH STRENGTH (S), WORKING ON (WO) or NEEDS IMPROVEMENT (NI)

CONTROLLING THE STORY SKILLS TO SELF-COACH:

- _____ 1. Responding to a Zero response
- _____ 2. Verifying the detail
- _____ 3. The ladder of specificity
- _____ 4. "Casi" (almost) technique
- _____ 5. Designate one responder
- _____ 6. "How does he react?" (¿cómo reacciona?)
- _____ 7. Listening to and acknowledging student responses
- _____ 8. Rejecting / Accepting Answers (Obviously! That's ridiculous!)
- _____ 9. Planting answers
- _____ 10. Everything is possible in _____ class!
- _____ 11. Pop-up Grammar
- _____ 12. It's my story!
- _____ 13. You're thinking of French class...
- _____ 14. Never ask why
- _____ 15. Una explicación breve. (A brief explanation) or "I have a secret"
- _____ 16. Combine details
- _____ 17. Confirm details with the actor and compare and contrast responses with class responses or previous student responses
- _____ 18. "TPRS Positive" at all times

CLASS CULTURE SKILLS TO SELF-COACH:

- _____ 19. Class rules
- _____ 20. Experts
- _____ 21. Props
- _____ 22. Sound Effects
- _____ 23. The Class Photographer and Photo Re-tells
- _____ 24. Classroom jobs

SELF RE-ASSESSMENT

MARK EACH SKILL WITH STRENGTH (S), WORKING ON (WO) or NEEDS IMPROVEMENT (NI)

CONTROLLING THE STORY SKILLS TO SELF-COACH:

- _____ 1. Responding to a Zero response
- _____ 2. Verifying the detail
- _____ 3. The ladder of specificity
- _____ 4. "Casi" (almost) technique
- _____ 5. Designate one responder
- _____ 6. "How does he react?" (¿cómo reacciona?)
- _____ 7. Listening to and acknowledging student responses
- _____ 8. Rejecting / Accepting Answers (Obviously! That's ridiculous!)
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- _____ 23. The Class Photographer and Photo Re-tells
- _____ 24. Classroom jobs

ACTING OUT THE STORY SKILLS TO SELF-COACH CHECKLIST

MARK EACH SKILL WITH STRENGTH (S), WORKING ON (WO) or NEEDS IMPROVEMENT (NI)

_____ 1. Non-stop comprehensible input

_____ 2. Dramatize

_____ 3. Coach melodramatic acting

_____ 4. Pick actors

_____ 5. Dialogue

_____ 6. Include the actor

_____ 7. All the World's a Stage