Language Learning Ideas

What if you could turn the videos your students already like and care about into a language learning lesson?

That's what spf.io helps you do. Spf.io lets you create cloze (fill-in-the-blank) exercises and writing lessons from any video/audio file.

Engage every student by adapting these lesson plan ideas for your classroom! Create your own handouts with a video you've chosen, or use the handouts provided for our example video.

Captioning videos: 3 lesson plan ideas

1. Cloze (fill-in-the-blank) lesson ideas
2. Spelling and word selection in context
3. Creative writing

Captioning videos: a language learning exercise
Cloze (fill-in-the-blank) lesson ideas

Summary

1. Goals:

   To expand students' vocabulary.
   To teach students listening, reading, and writing skills.
   To create connections between listening, speaking, writing, and reading.

2. Objectives:

   Recognize vocabulary words in context (build sight word vocabulary).
   Write words that are read aloud.
   Listen to simple stories using phonics, pictures, and meaning cues.
   Optional: Build fluency by emulating a native speaker.

3. Materials/Technology

   a. Downloaded video in .mp4, .mp3, .m4a, .wav *(example YouTube video for provided handouts: https://youtu.be/jrNlQekH_jE?t=107*)*

   b. *spf.io* (only required when producing your own handouts)

   *Instructions in italics apply to the shark video we have processed for you in spf.io as an example.

   spf.io Tip: Choose videos with familiar settings and characters (ex. Taiwanese night market, Harry Potter, cultural event). This gives your language learners context clues for topics/places they recognize and like already.

Lesson Preparation

spf.io Tip: Teachers pick a video (or have students pick a video) that they caption with spf.io to produce an answer key (a complete transcript). Then, use the transcript to create fill-in-the-blank

handouts in Word or spf.io's free cloze tool. Here, using spf.io, we have captioned a [shark video](#) that you can use in your classroom with the provided handouts.

Implementation

Procedure

a. Anticipatory Set

spf.io Tip: Pre-exercise discussion questions help prepare students to do the exercise. They also build active learning skills by giving them a chance to identify what they know. Ask questions that spark their interest or connect the lesson to something they've learned already.

- Show the video and ask students what they think the context is (where do you think they are, what are they doing, what's going to happen in the story?)
- Have students guess the vocabulary words and/or identify parts of speech (nouns, verbs)
- Option to have students discuss in groups before completing the cloze exercises.

b. Exercise Instructions

Students listen to the video and fill in the blanks *(ex. handout 1)*. To challenge more advanced students, have them fill in entire sentences as opposed to words *(ex. handout 2)*. Option: provide the correct answers on the board and have students compare their answers and correct any spelling mistakes.

c. Closing

To help students build fluency, have them read their captions to each other in pairs.

Tip: This works especially well if there is dialogue in the video you have chosen.

Activity Variations

spf.io Tip: Students have different ways of learning. By giving them many chances to be successful and different ways to learn, you can reach every student in your class. This also helps build their confidence and enjoyment in learning a new language.

a. **Word bank option**: Include a list of words students can use to fill in the blanks. For more advanced students, leave out the word bank.
b. **Act it out**: Read the transcript out loud, and/or act out the dialogue.
c. **Group challenge**: After the first video viewing (or even before you show the video), students can work in groups to guess what the words in the blanks are. Each team writes their answers on the board and compares them. You can even make it into a game where you award points to teams based on correct answers. Then, play the recording a few more times while teams/individuals solve the cloze puzzle with more accuracy.

Instructional Materials & Resources

spf.io Tip: Use the provided handouts with the shark video (https://youtu.be/jrNIQekH_jE?t=107) to see examples of how you can structure your handouts.

a. Instructional Materials:
Handouts you produce using spf.io's transcript and cloze exercise tools.

b. *Provided handouts for shark video:*
1. Captions: Fill in the Blanks
2. Captions: Fill in the Lines

Answer Keys (shark video)

Key: Handout 1

Sharks lose their <u>teeth</u> all the time - throughout their entire <u>lives</u>.

And they just keep growing new ones. How can <u>they</u> do that?

You and I just have one row of teeth in our <u>mouths</u>, but sharks have lots of rows of teeth on the <u>top</u> and the <u>bottom</u>.

So when a shark <u>loses</u> a tooth, another tooth that's right behind it can just move on up to take its <u>place</u>.

Because they always have <u>new</u> teeth to replace the <u>old</u> ones, some sharks can lose thousands of <u>teeth</u> during their lives.

Key: Handout 2

Sharks lose their teeth all the time - throughout their entire lives.
<u>And they just keep growing new ones. How can they do that?</u>

You and I just have one row of teeth in our mouths, but
<u>sharks have lots of rows of teeth on the top and the bottom.</u>

So when a shark loses a tooth, another tooth that's right behind it can just move on up to take its place.
<u>Because they always have new teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.</u>

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HANDOUT 1

Captions: Fill in the Blanks

Sharks lose their _____ all the time - throughout their entire _____.

And they just keep growing new ones. How can _____ do that?

You and I just have one row of teeth in our _____, but sharks have lots of rows of teeth on the _____ and the _____.

So when a shark _____ a tooth, another tooth that's right behind it can just move on up to take its _____.

Because they always have _____ teeth to replace the _____ ones, some sharks can lose thousands of _____ during their lives.

Optional Word Bank for less advanced students:

Lives	*Mouths*
New	*Loses*
Top	*Bottom*
Place	*Old*
They	*Teeth*
Teeth	

HANDOUT 2

Captions: Fill in the Lines

Sharks lose their teeth all the time - throughout their entire lives.

_____. _____?

You and I just have one row of teeth in our mouths, but

_____.

So when a shark loses a tooth, another tooth that's right behind it can just move on up to take its place.

_____

_____

_____

_____.

Captioning videos: a language learning exercise
Spelling and word selection in context

Summary

1. Goals:

    To expand students' vocabulary.
    To teach students listening, reading, and writing skills.
    To improve students' grammar and spelling skills.

2. Objectives:

    Recognize vocabulary words in context (build sight word vocabulary).
    Correctly spell words that are read aloud.
    Recognize and correct spelling mistakes.
    Optional: Build fluency by emulating a native speaker

3. Materials/Technology

    a. Downloaded video in .mp4, .mp3, .m4a, .wav *(example YouTube video for provided handouts: https://youtu.be/jrNlQekH_jE?t=107*)*

    b. *spf.io* (only required when producing your own handouts)

    *Instructions in italics apply to the shark video we have processed for you in spf.io as an example.

    spf.io Tip: Choose videos with familiar settings and characters (ex. Taiwanese night market, Harry Potter, cultural event). This gives your language learners context clues for topics/places they recognize and like already.

Lesson Preparation

Use the transcript to create handouts. Replace vocabulary words with word pairs in parentheses, ex. (incorrect, correct). For variations on this lesson, the incorrect word can be an incorrect part of speech (noun vs verb) or the wrong spelling. *See handouts 3-5, where we have produced handouts for a shark video (captioned using spf.io) that you can use in your classroom.*

spf.io Tip: For more advanced students, don't indicate which words are incorrect. Instead, tell them how many words are spelled incorrectly in each line *(ex. handout 5)*.

Implementation

Procedure

    a. Anticipatory Set

        spf.io Tip: Pre-exercise discussion questions help prepare students to do the exercise. They also build active learning skills by giving them a chance to identify what they know. Ask questions that spark their interest or connect the lesson to something they've learned already.

        Show the video once and ask students what they think the context is:

- Characters: Who is in this story (fiction, short dialogues), or who/what is this video about (documentaries, non-fiction)?
- Content: What is happening in the beginning? What are the main events in the story (fiction)? What are the main points/facts (non-fiction)?
- Location/Setting: Where is this happening? When does it take place?

    b. Exercise Instructions

        Ask students to choose the correct words out of each word pair *(ex. handout 3, 4)*. For lessons like handout 3, give students the correct answers before asking them to practice writing the correctly spelled words. Optionally, have the students discuss why the

incorrect words are wrong (give definitions for the incorrect words and/or explain parts of speech in the context of the sentence).

For handout 5, ask students to circle the incorrect words and spell them correctly

Activity Variations

a. **Group challenge**: Students can work in groups to figure out what they think the correct spelling of the words are. Each team writes their answers on the board and compares them. You can even make it into a game where you award points to teams based on correct answers.
b. **Advanced/fun challenge**: Have the students draw a picture of what the sentence would mean with the incorrect word.

Instructional Materials & Resources

spf.io Tip: Use the provided handouts with the shark video (https://youtu.be/jrNlQekH_jE?t=107) to see examples of how you can structure your handouts.

a. Instructional Materials:
    Handouts you produce using spf.io's transcript and cloze exercise tools.

b. *Provided handouts for shark video:*
    1. Captions (spelling)
    2. Captions (choose the correct word, advanced)
    3. Captions (correct the misspelled words)

Answer Keys (shark video)

Key: Handout 3

Sharks (lose/loop) their teeth all the time - throughout their entire (lives/likes).

And they just keep growing new ones. How can they do that?

You and I just have one row of (teeth/tops) in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

So when a shark loses a tooth, another (<u>tooth</u>/took) that's right behind it can just move on up to take its place.

Because they always have (knee/<u>new</u>) teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

Key: Handout 4

Sharks (<u>lose</u>/loop) their teeth all the time - throughout their entire (<u>lives</u>/likes).

And they just keep growing new ones. How can they do that?

You and I just have one row of (<u>teeth</u>/tops) in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

So when a shark loses a tooth, another (<u>tooth</u>/took) that's right behind it can just move on up to take its place.

Because they always have (knee/<u>new</u>) teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

Key: Handout 5

Sharks ~~loop~~ **lose** their teeth all the time - throughout their entire ~~likes~~ **lives**.

And they just keep growing new ones. How can they do that?

You and I just have one row of ~~tops~~ **teeth** in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

So when a shark loses a tooth, another ~~took~~ **tooth** that's right behind it can just move on up to take its place.

Because they always have ~~knee~~ **new** teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

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HANDOUT 3

Captions (spelling):
Circle the correctly spelled word in each set of parentheses (). Practice writing the correctly spelled words on the lines below each sentence.

Sharks (loose/lose) their teeth all the time - throughout their entire (lives/lifes).

_____   _____

And they just keep growing new ones. How can they do that?

You and I just have one row of (teeth/tops) in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

_____

So when a shark loses a tooth, another (tooth/took) that's right behind it can just move on up to take its place.

_____

Because they always have (knee/new) teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

_____

IV. Captions (choose the correct word, advanced):

Sharks (loose/lose) their teeth all the time - throughout their entire (lives/lies).

And they just keep growing new ones. How can they do that?

You and I just have one row of (teeth/tooth) in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

So when a shark loses a tooth, another (tooth/took) that's right behind it can just move on up to take its place.

Because they always have (knee/new) teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

IV. Captions (correct the misspelled word):
Numbers in parentheses () show how many incorrect words there are. Circle the incorrect words and spell them correctly on the lines below.

(2) Sharks loop their teeth all the time - throughout their entire likes.

1. _____   2. _____

(0) And they just keep growing new ones. How can they do that?

(1) You and I just have one row of tops in our mouths, but sharks have lots of rows of teeth on the top and the bottom.

1. _____

(1) So when a shark loses a tooth, another took that's right behind it can just move on up to take its place.

1. _____

(1) Because they always have knee teeth to replace the old ones, some sharks can lose thousands of teeth during their lives.

1. _____

Captioning videos: a language learning exercise
Creative writing

Summary

1. Goals:

   To teach students reading and writing skills; to practice creative writing
   To increase visual literacy

2. Objectives:

   Recognize vocabulary words in context (build sight word vocabulary).
   Identify nouns and verbs in writing
   Write a story based on visual cues in media

3. Materials/Technology

   a. Downloaded video in .mp4, .mp3, .m4a, .wav

   b. spf.io (to generate a transcript)

   spf.io Tip: Choose videos with familiar settings and characters (ex. Taiwanese night market, Harry Potter, cultural event). This gives your language learners context clues for topics/places they recognize and like already.

Lesson Preparation

Generate a transcript for your video using spf.io.

- For exercise 1, create a handout with only the first half of the captions.
- For exercise 2, create a handout with only the first half of the captions. For the advanced option, print out copies of the full transcript in addition to the handout.

Implementation

Writing Exercise 1: Creative writing and reading comprehension

Show students the video with the sound off. Ask students to write down the nouns/verbs that they think will be part of the story.

spf.io Note: You can also choose a video in a language none of the students know, and play the video with the sound on. Use spf.io to translate the transcript.

Then, show students the printed handout with the first half of the captions. Ask them to write their own captions for the second half of the video.

Prompts to ask during class:

- Who is the main character/subject?
- Where does this take place?
- What are the main events that are happening in the movie/play/documentary?
- How does the story start? How would you like it to end?

Writing Exercise 2: Creative writing exercise and reading comprehension using caption keywords

Similar to exercise 1, show students the video with sound off but determine the words students should use in the exercise.

For example, you could choose 5-7 keywords from the second half of the transcript (for this video, words chosen could include "lion, lake, jumped, reflection"). Have the students write their own captions for this section (play the video with the sound off for the second half).

Advanced: After they have finished writing, give the students the full transcript. Ask them to write about how their own creative captions are similar or different from the actual captions for the video.

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