

**WORLD LANGUAGES CURRICULUM FRAMEWORK**  
**SAMPLE ADAPTATION OF**  
**“STOP THE CAMERA!”**

Standards and Indicators: 7.1.4, 7.1.5, 7.1.7,  
7.2.1, 7.2.2, 7.2.3

Intended Grade Level: 3-4  
Scenario Page Number: 99

Selected Planning and Implementation Steps: 1, 2, 4

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**INSTRUCTIONAL PRESENTATION**

***Instructional Preparation/Concept Activity:***

*An activity that presents abstract concepts in a concrete manner by using aids such as pictures or paintings to illustrate a concept.*

- Students view a reproduction of a painting from the target culture that depicts a family and its members. (Step #1)
- Students identify family members in the painting and describe them with previously acquired target language vocabulary. (Step #2)
- Working in small groups, students formulate target-language questions to ask “living” family members (e.g., name, age, nationality, and occupation) in order to create a “family profile” for each group. (Step #4)

***Instructional Prompt/Game:***

*An activity that motivates students to learn and provides an opportunity for students to practice and review.*

- Directed by the teacher, students play the game “Musical Family Members” (see p. 205).

**Instructional Prompt/Graphic Organizer:**

*A visual means of structuring information to aid attention, comprehension, and recall.*

- Students complete a “Profile Planner” for a family member (see p. 206).

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**CLASSROOM ORGANIZATION**


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**Instructional Groups:**

- Whole class while identifying family members in painting
- Small groups of 2-4 during creation of family profiles
- Whole class during playing of “Musical Family Members” circle game

**Environmental Conditions:**

- Large open space for “Musical Family Members” circle game
- Small group work areas for family profile development activity

**Adaptive Materials/Equipment:**

- Reproduction of a famous target culture family painting
- Recording of target culture music
- Tape or CD player

**Instructional Support:**

- Teacher modeling and demonstration

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**STUDENT RESPONSE**


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**Response Format:**

- Participation in game activity
- Group target-language presentations of family profiles

## STUDENT MOTIVATION

### Stimulate Interest:

- Reproduction of famous family painting
- Game activity

### *“Musical Family Members” Game*

1. Students sit in a large circle on the floor.
2. Teacher begins playing target-culture music.
3. Teacher gives one student in the circle a family member puppet (e.g., grandmother) to begin passing around. Representative dolls or illustrations may be substituted for puppets.
4. When the teacher stops the music, the student holding the grandmother puppet must say in the target language, “Hello! I am grandmother.”
5. Each time the teacher restarts the music, a new family member puppet is added. (It is helpful to add a family partner, e.g., grandfather.) The children holding the puppets identify the family members until all are identified.
6. The game could be made competitive by declaring any student “out” who misidentifies the puppet.
7. The noncompetitive version allows for questioning and clarifying an incorrect response so that the student stays in the game.

# “Profile Planner” for “Stop the Camera!”

## Step 4

**Directions to the teacher:** Put bubble information in the target language.

**Directions to the students:** Ask a “family member” for the information in each bubble. When you are done, make a picture of the family member on another sheet of paper.

**Age**  
\_\_\_\_\_

**Job**  
\_\_\_\_\_

**Family Member's Name**  
\_\_\_\_\_

**Nationality**  
\_\_\_\_\_

**Place of Residence**  
\_\_\_\_\_  
\_\_\_\_\_