

Using wooden claves to make a reading comprehension more fun

Refers to **Chapter 1: Working with groups of young learners: the basics** on page 21.

Content

A short video where you can see the claves being used in conjunction with translation (the learners' L1 is Spanish) in order to review and check vocabulary in a text that is already familiar to the class.

Rationale

This is as an example of how you can use the claves to make a tick-tock-type sound, and thus create a little more 'buzz'. Although the students are not visible and their responses are muffled, the point to focus on here is how the teacher is leading the activity. He gives the class a word in their L1 and asks them to find an English equivalent in the text (*reloj* – clock; *bayena* – whale; *cansado* – tired; *hombro* – shoulder). He then simulates a clock counting down until a student puts their hand up. The teacher then strikes the claves more strongly and elicits the answer.

Note how the teacher allows several students to answer the same question, as well as how he uses an intense gaze here to increase the sense of excitement.

This activity could also be run using English only. In this example that would mean using sentences such as:

Find a machine that tells you the time.

or:

Find a large mammal that lives in the sea.