FLES 2.0: Making Meaningful Interactive Learning the Center of Your Elementary Language Classroom

Amanda Seewald
Talk Talk Switch - Classroom Insights

1. Please take the picture or question you were given and find someone who has the opposite.

2. After a minute, switch (question and photo).

3. Go find another person to speak with who has the opposite.

4. Repeat this process until you have spoken with 3 people.
Resource Folder

https://tinyurl.com/fles2point0
What does 2.0 mean?

2.0

adjective

1. used to denote a superior or more advanced version of an original concept, product, service, etc.
In some cases this is completely true, but in others, the 2.0 model misses the mark...
What we know...

Foreign Language in the Elementary School

➢ Doesn’t work as a series of words
➢ Won’t provide growth without consistency
➢ Is almost always marginalized in schools
➢ Cannot yield results if students aren’t engaged
➢ Must have clear meaningful goals
➢ Shouldn’t be considered merely a “special”

HOW DOES YOUR PROGRAM LOOK?
HOW DO WE MOVE IT FORWARD?
WHAT WE ALSO KNOW

The transition to a FLES 2.0 model requires some fundamental changes in the way we approach our limited student time. It also necessitates our willingness to be flexible, open, and focused on language as a pathway to learning and building ideas.
There are 4 essential building blocks

1. Immersion
2. Content
3. Connections
4. ENGAGEMENT
“The longer you have immersion in the classroom, the greater the yield in proficiency should be in the performance of the kids.”
Marty Abbott, ACTFL Executive Director
The best way to preserve and grow language education

**Content Based Instruction**

- Linked to core objectives
- Focused on essential skills development
- Functional linguistic goals
- Exploratory, hands-on learning
GREAT NEWS!!!
CONTENT IS FUN!!!

LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES
What to include????

• **YOU CAN** help students learn some basic aspects of each!
• **YOU CAN** collaborate with content area teachers to choose topics and objectives from each that work well with your language objectives!

• **You can’t** teach all aspects of each content area in the short amount of time you have
• **You can’t** expect students to learn *all* of the vocabulary
I am a **language** teacher...

› Content standards are easily attainable (elementary standards can be a great starting point)

› The same as linguistic goal of communication that requires students to ask questions and construct answers with a great twist...all hands-on and inspirational to many different kinds of learners.
How do I fit this into my class?

• Simple activities
• Readily available materials
• Resource sharing
• Doesn’t all have to happen in one class
• How can you *not* make the learning tied to what students are invested in for the rest of their day? BE VITAL!!!
Students will be able to...

Social Studies
Draw upon immediate personal experiences in their neighborhoods, towns and cities, and states…

Mathematics
Correctly name shapes and analyze and compare shapes.

Science
demonstrate the ability to engage in active inquiry.

Language Arts
Recognize common types of text and actively engage in group reading activities with purpose and understanding.
Science

Overarching skills

• Inquiry
• Hypothesis
• Prediction
• Problem/Solution

Study areas

Life Science
Earth Science
Physical Science
Personal Perspective
Technology
Science as Inquiry
**Social Studies**

<table>
<thead>
<tr>
<th>Overarching Skills</th>
<th>Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Civics</td>
</tr>
<tr>
<td>• Time, Continuity, and Change</td>
<td>Economics</td>
</tr>
<tr>
<td>• People, Places, and Environment</td>
<td>Geography</td>
</tr>
<tr>
<td>• Individual Development and Identity</td>
<td>U.S. History</td>
</tr>
<tr>
<td>• Individuals, Groups, and Institutions</td>
<td>World History</td>
</tr>
<tr>
<td>• Power, Authority, and Governance</td>
<td></td>
</tr>
<tr>
<td>• Production, Distribution, and Consumption</td>
<td></td>
</tr>
<tr>
<td>• Science, Technology, and Society</td>
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<tr>
<td>• Global Connections</td>
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<tr>
<td>• Civic Ideals and Practices</td>
<td></td>
</tr>
</tbody>
</table>
Mathematics

Overarching Skills

Problem Solving
Reasoning and Proof
Communication
Connections
Representations

Areas of Study

Numbers and Operations
Geometry
Measurement
Probability
Language Arts

Overarching Skills
• Word Analysis, Fluency, Vocabulary Development
• Reading Comprehension
• Literary Response and Analysis
• Written and Oral Language Conventions
• Listening and Speaking

Areas of Study

Concepts of Print
Phonemic Awareness
Literary Genres
Story Parts
Sentence Structure
Organizing Ideas
Oral Presentation
Parts of the face and body

✓ Vocabulary
✓ Able to ask answer questions about where each part is
✓ Able to put parts in order
✓ Able to describe body parts

Science

Exploring the 5 Senses

☺ Experiments
☺ Response Journals or pages
☺ Song
☺ Culminating Activity

EXAMPLE

INQUIRY
PREDICTION
CONSTRUCTIVIST
INTERACTIVE
<table>
<thead>
<tr>
<th>Time</th>
<th>Theme And overarching question(s)</th>
<th>Student Language Objectives</th>
<th>Student Content Objectives</th>
<th>Words, phrases, sentence frames</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do we explore the world around us?</td>
<td>Students will be able to…</td>
<td>Students will be able to…</td>
<td>Eyes, nose, ears, mouth hands, oler, probar (saborear), ver, tocar, oir (escuchar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Describe what body parts is necessary to which sense</td>
<td>● Identify the sense needed to gather data</td>
<td>I see, listen, touch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Use the adjectives and color to describe a face</td>
<td>● Create a face and describe it to others</td>
<td>Tiene # (body part) (color)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Identify different ways people get information</td>
<td>(it) has # (body part) (color)</td>
</tr>
</tbody>
</table>
Make Connections
• Diversity Issues
• Economic Issues
• Environmental Issues
• Health Issues
• Human Rights
• Nutrition and Food Safety
• Peace and War

Global Challenges

• Alienation and Assimilation
• Beliefs and Values
• Gender and Sexuality
• Language and Identity
• Multiculturalism
• Nationalism and Patriotism

Personal and Public Identities

• Age and Class
• Childhood and Adolescence
• Citizenship
• Customs and Ceremonies
• Family Structures
• Friendship and Love

Families and Communities

Science and Technology

• Advertising and Marketing
• Education
• Holidays and Celebrations
• Housing and Shelter
• Leisure and Sports
• Professions
• Rites of Passage
• Travel

Contemporary Life

• Architecture
• Contributions to World Artistic Heritage
• Ideals of Beauty
• Literature
• Music
• Performing arts
• Visual arts

Beauty and Aesthetics
Connections to the real world

› TAKE WHAT YOU HAVE
› DECIDE HOW IT CONNECTS TO CONTENT AND GLOBAL STRANDS
› CREATE BROADER QUESTIONS TO GIVE A BROADER FOCUS
› CONSTRUCT INTERACTIVE RESPONSIVE ACTIVITIES
### Planning with the Three Modes

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What makes a healthy diet?</td>
<td>Students will be able to…</td>
<td>Students will be able to…</td>
<td>Grains, proteins, fats, fruits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Express personal likes and dislikes</td>
<td>● Give examples of healthy and unhealthy foods</td>
<td>and vegetables, dairy</td>
</tr>
<tr>
<td></td>
<td>What do people eat in other parts of the world?</td>
<td>● Use possessive pronouns and appropriate verbs to compare and contrast</td>
<td>● Create a meal plan for a healthy day/week</td>
<td>I am hungry.</td>
</tr>
<tr>
<td></td>
<td>Where do people get their food?</td>
<td>● Express hunger</td>
<td>● Identify different ways people get their food</td>
<td>I am thirsty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I like to eat…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I don't like to eat..</td>
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<td></td>
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<td></td>
<td>I detest…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To be healthy I must…</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Her/his is the same/different from mine because…</td>
</tr>
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</table>
Just a simple way to think about learner task planning....

Input = **Interpretive Tasks**

**Interpersonal tasks** to practice information in a conversational way.

**Presentational tasks** to demonstrate the students' comprehension in a planned and practiced way.

Unit plans should be a roadmap for getting your students to use the language in meaningful ways. Use the three modes to guide that process.
<table>
<thead>
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<th>Timeframe</th>
<th>Theme And overarching question(s)</th>
<th>Student Language Objectives</th>
<th>Student Content Objectives</th>
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Theme</td>
<td>*overarching question(s)</td>
<td>*Language Obj.</td>
<td>*Content Obj.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive task(s)</td>
<td></td>
<td>Interpersonal task(s)</td>
<td>Presentational task(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Scaffolded/Unplanned response to prompts</td>
<td>Write or complete a letter Scaffolded writing in your response journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>Photos, phrases, questions</td>
<td>Sometimes drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ONE OF THE BEST TOOLS FOR REACHING LEARNERS IN ALL WAYS ACROSS THE THREE MODES

CENTERS
WHAT ARE CENTERS?

❖ A *learning center* is a space set aside in the classroom that allows *easy access* to a *variety of learning materials* in an interesting and productive manner.

❖ Centers are designed to enhance the learning of concepts, skills or topics learned in the classroom *in an interactive way*.

❖ Students work in *cooperative groups* sometimes on different tasks simultaneously.

❖ *All centers should have specific objectives*. 
WHY CENTERS?
Centers are designed to get students to learn collaboratively and with the teacher guiding rather than instructing. Centers put the learning in the students’ hands and requires them to negotiate meaning. One additional goal is to have all students working on different skills at the same time allowing us to serve as small group facilitators.
Getting started...

1. Decide the skills, concepts or tasks you want your students to practice.

2. Design the games or activities you will implement.

3. Set the a space for learning centers in your classroom.

4. Establish a clear rotating, opening and ending routine.

5. Implement appropriate classroom procedures to encourage positive classroom behaviors.
SETTING THE SCENE

SPACE: set the learning centers in a circular shape so it promotes students’ rotation through all the stations/tasks.
This is a sample of a rotation and organizational system to keep your centers moving and give a visual reminder to students. It is easily adjusted when centers or groups are changed.
Your planning should involve the specific linguistic and content goals you want students to achieve. The activities you design should help students demonstrate those skills and provide you with feedback on their work.

Be sure that you differentiate the center objectives! Focus on the three modes of communication to help you do this:

Interpretive, Interpersonal, Presentational.
Your planning should be a repetition of this process with formative activities across the modes providing practice and learning for each content and language objective.

Keep going...activities...activities...activities...

Until your formative assessments (which you get directly from student work in the activities) show you that they are ready for a summative assessment and ready to move on.
Strategies and tools:

- Interactive notebooks
- Objective driven centers
- Edpuzzle!!!
- Literature Circles
- Tent card cues
- Quizlet and Kahoot
Put the ice cream on the cone.

- Moving from topic to broader themes
- Form a series of questions about the topic
- Ask yourself how this topic applies to other people around the world
- Find resources in the target language and visuals to support comparisons/contrasts
- Consider how this relates to a world issue, challenge, trend, or event.
- Set unit objectives to focus on content with language skills (vocab and grammar) as a function of those broader ideas.
One of the biggest barriers to our ability to grow proficiency is not having the strategies that motivate learners and have actual results. Looking for these opportunities and providing meaningful experiences for your learners across the three modes will make your instruction successful and may even build lifelong language learners!
Make Language Learning Matter

➢ Target Language 90%+
➢ Instruction based on the three modes
➢ Context/Content
➢ Inquiry
➢ FUN!! (For your students and for you!)
THANK YOU!

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