



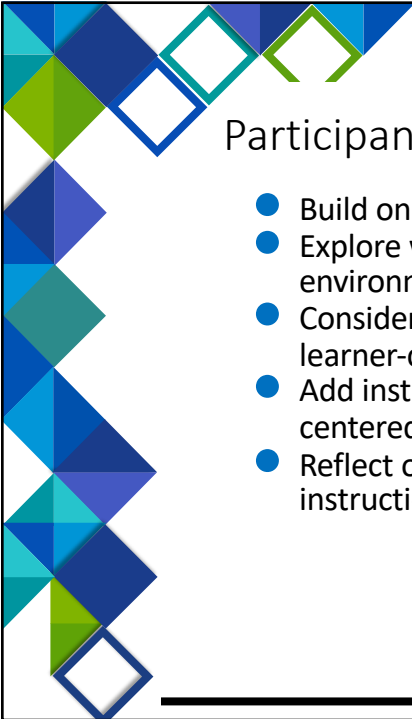
Creating Learner-Centered Language Environments

Leslie Grahn
Independent Consultant/World Language Specialist

<https://www.grahnforlang.com/>

@grahnforlang

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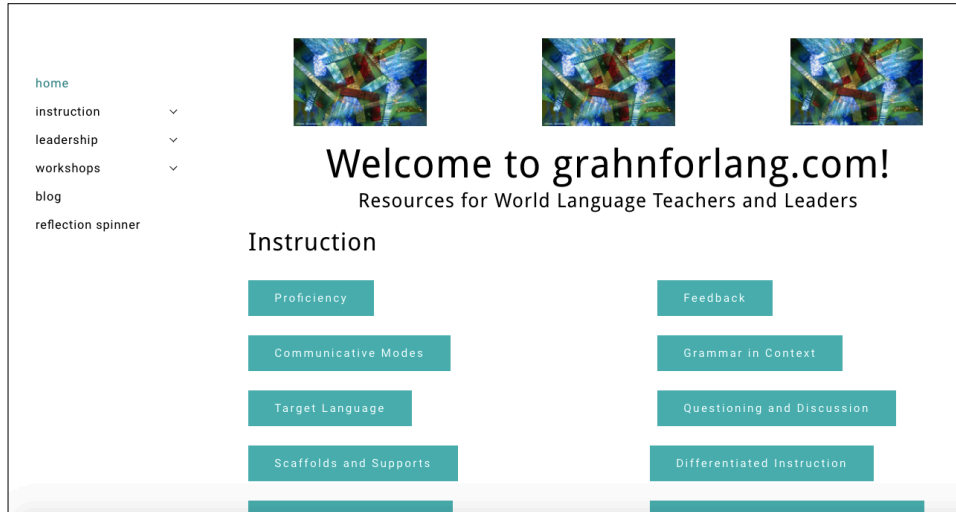


Participants will...

- Build on prior knowledge about learner-centered instruction
 - Explore ways to create a supportive target language learning environment
 - Consider the relationship between student engagement and learner-centered practices
 - Add instructional strategies to their toolboxes that are learner-centered
 - Reflect on their current practice and set goals for future instruction.
-

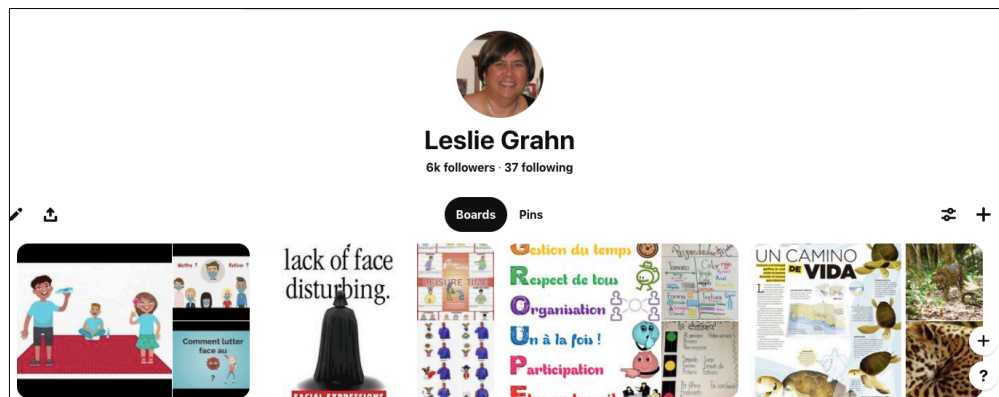
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<https://www.grahnforlang.com/>



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<https://www.pinterest.com/grahnforlang>



4

info.shiftelearning.com

http://www.personalizedlearning.com/

What are the characteristics of a learner-centered classroom?

www.theadvocate.org

katielmartin.com

5

info.shiftelearning.com

6

Continuum of Choice

by Barbara Bray @bbray27
& Kathleen McClaskey @khmmc

- Essay
- Presentation
- Video
- Song
- Artwork

Participant	Co-Designer	Designer	Advocate	Entrepreneur
Teacher...	Teacher...	Learner...	Learner...	Learner...
<ul style="list-style-type: none"> • provides menu of options • provides choices to access, engage and express 	<ul style="list-style-type: none"> • points to options and then gets out of the way • invites input from learners 	<ul style="list-style-type: none"> • chooses topic based on interests or questions • identifies ideas for designing 	<ul style="list-style-type: none"> • identifies challenges or problems • chooses strategies and people to develop action plan for advocacy 	<ul style="list-style-type: none"> • self-regulates learning based on passion and purpose • expands purpose by creating business

@sylvia duckworth

bit.ly/continuumchoice

<http://www.personalizelearning.com/>

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BRAIN BLAST

1 ASK THE BIG QUESTION
How can I make students forget the clock?

2 SHIFT FOCUS
Shift from focusing on what must be taught to what must be learned. (Source: Barbara L. McCombs & Jo Sue Whisler)

3 THINK DIVERSITY
The diversity of the student population is considered when selecting relevant texts & experiences.

4 OFFER CHOICE
Kids have a say in what, when, & how they learn.

5 USE 21ST CENTURY TOOLS
Students learn to read and create digital texts. Social media is leveraged.

6 KEEP IT REAL
Use authentic activities & primary sources.

7 SOLICIT FEEDBACK
Teachers ask, "How can we make your experience more meaningful? Helpful? Engaging?"

8 DIG INTO CONTENT
"Use methods, processes, & vocab intrinsic to specific content areas." (Source: Francisca Sanchez)

9 PBL
Students inquire & solve authentic problems.

STUDENT-CENTERED LEARNING

10 CHANGE ROLES
Let kids teach themselves, other kids, & you.

11 GAMIFY
Activate mechanics that foster super-engagement.

12 VARY APPROACHES
- Case method
- Team-based
- PBL
- Observation
- Dialogue and reflection (Source: Diane Harkins)

13 ACTIVE THINKING
Reflective writing, think-pair-share, debates...

14 ASSESS INTERESTS
Assess affinities with inventories.

15 TEACHERS SEEK WISDOM
Instructional coaches, PLCs, admin., fellow teachers, & students, are consulted: "How can I make this lesson better?"

16 HAVE YOU..?
Ask kids, "Have you ever...?" Connect Qs to the subject being taught. (Source: Tarja Mykra)

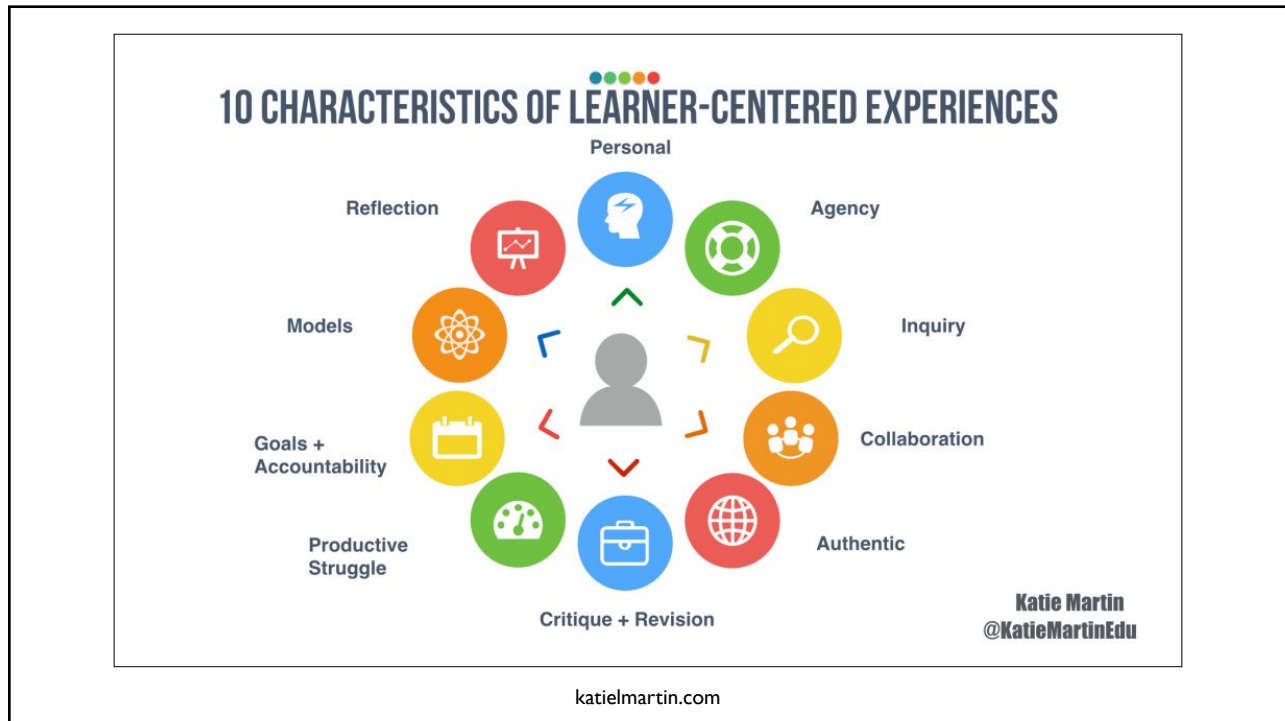
17 DO NOT...
-Emphasize coverage;
-Prioritize grades over learning;
-Forget to explain learning goals;
-Leverage tech;
-Ignore student concerns. (Source: Maryellen Weimer via Gloria Wright)

www.theadvocate.org

TODD-FINLEY.COM

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info.shiftelearning.com

http://www.personalzetlearning.com/

What are the characteristics of a learner-centered classroom?

www.theeducadvocate.org

Type key words on the Padlet

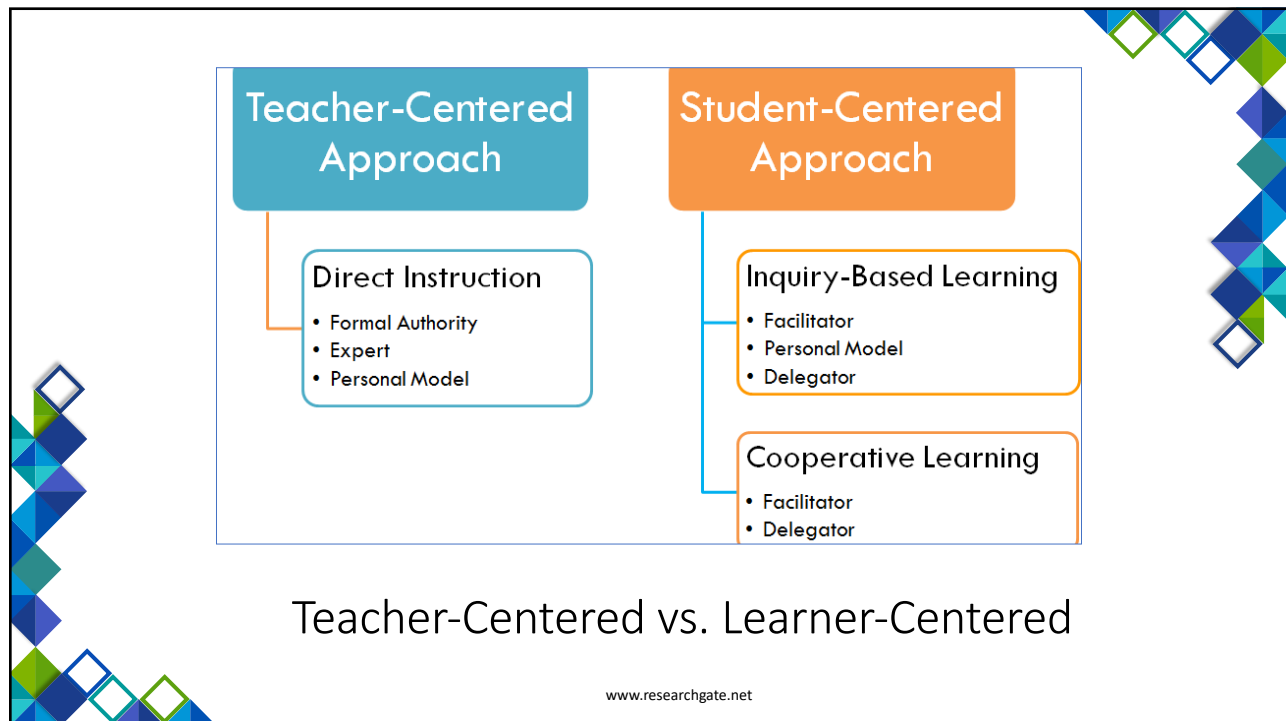
katiemartin.com

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<https://padlet.com/lkholaki/pmdysenlyyar>



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Teacher-Centered vs. Learner-Centered

Teacher-Centered	Learner-Centered
Focus is on the instructor	Focus is on both students and instructor
Instructor talks, students listen and take notes	Instructor models, students interact with instructor and one another
Instructor answers students' questions	Students answer each other's questions, using instructor as an information resource
Instructor evaluates student learning	Students evaluate their own learning, instructor also evaluates

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Moving Toward Learner-Centered Practices

From:

- Teacher presentation
- Whole-class instruction
- Memorization and recall
- Short responses, fill-in-the-blank
- Same assignments

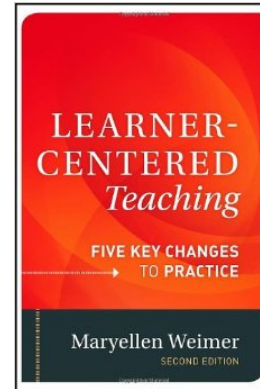
To:

- Students actively engaged in learning
- Centers, small groups, pairs, variety
- Students practicing with content
- Performances and communicative products
- Choice and tiered level of challenge

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Five Key Changes to Practice

- The role of the teacher
- The balance of power
- The function of content
- The responsibility for learning
- The purpose and processes of evaluation



Learner-Centered Teaching (Maryellen Weimer, 2013, John Wiley & Sons, Inc.)

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A Student-Centered Learning Environment

- High degree of student engagement, challenge, enthusiasm, and joy
- Students know what they are learning and why
- Blend of individual, collaborative team, and large group work
- Students use personalized technology to produce as well as consume.

<http://www.gettingsmart.com/2017/08/8-things-look-student-centered-learning-environment/>

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A Student-Centered Learning Environment

- Students have some opportunity to work at their own pace and explore their own interests
- Students are doing the bulk of the work and the talking
- There are multiple forms of assessment, feedback, and demonstrations of learning
- Instruction, culture, and environment reflect student diversity

<http://www.gettingsmart.com/2017/08/8-things-look-student-centered-learning-environment/>

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Five Characteristics of Learner-Centered Teaching

- Engages students in the hard, messy work of learning
- Includes explicit skill instruction
- Encourages students to reflect on what they are learning and how they are learning it
- Motivates students by giving them some control over learning processes
- Encourages collaboration.


18

What matters is not what we teach; it's what they learn, and the probability of real learning is far higher when the students have a lot to say about both the content and the process.

Alfie Kohn
(Feel-Bad Education)

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What does a learner-centered world language classroom look like?



files.eric.ed.gov

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Key characteristics of a teacher in a learner-centered language classroom

- acts as a partner in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learners' performance
- engages learners in cognitively challenging real-world tasks.

<https://startalk.umd.edu/public/system/files/LearnerCentered-At-A-Glance.pdf>

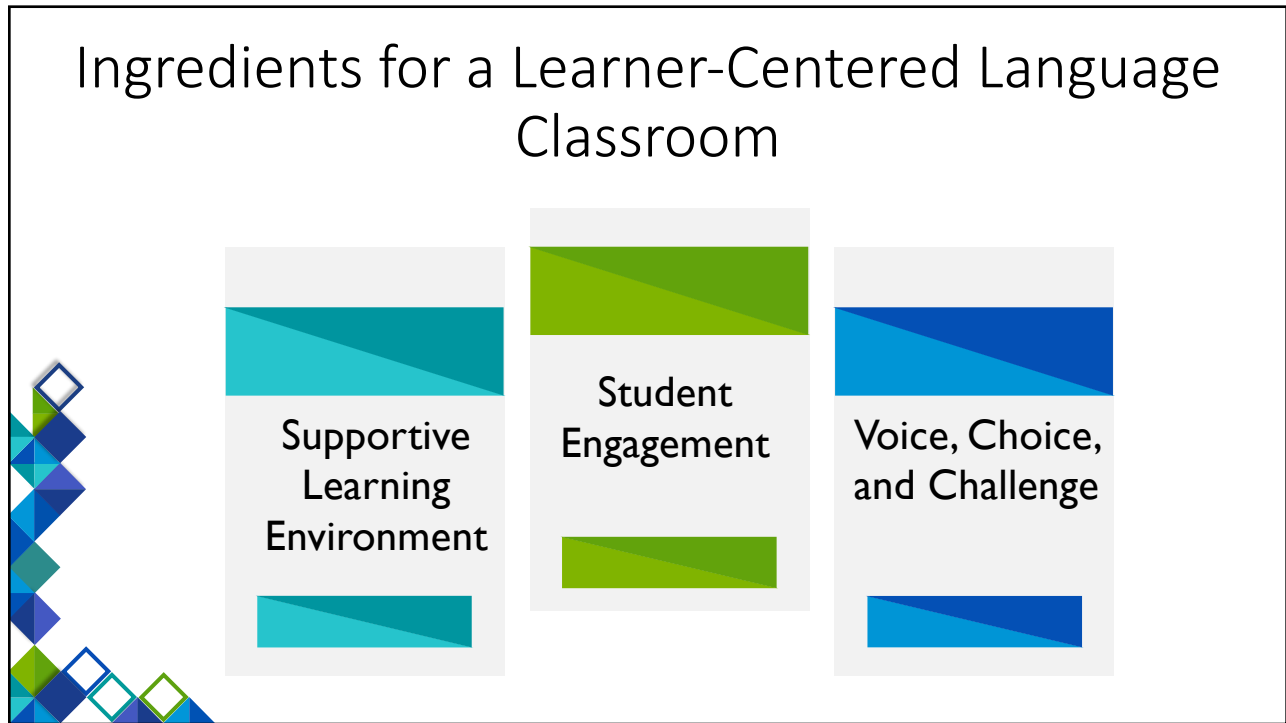
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Key characteristics of a teacher in a learner-centered language classroom

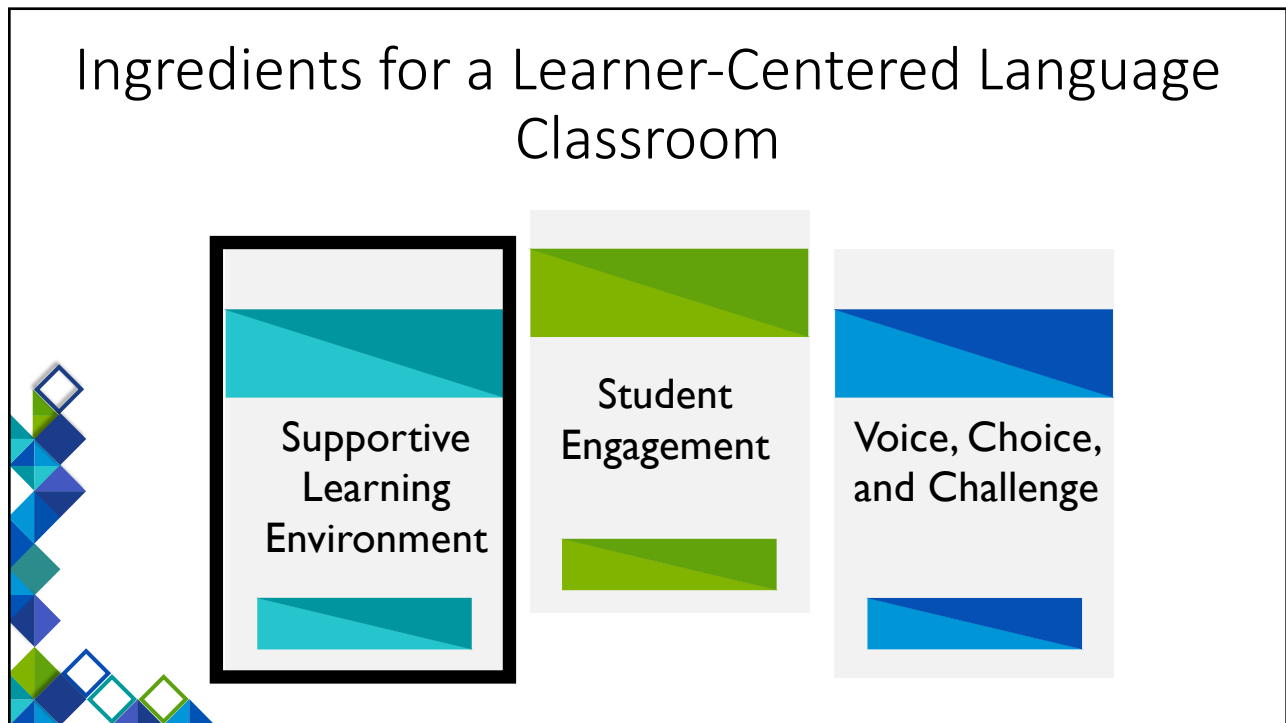
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner's performance.

<https://startalk.umd.edu/public/system/files/LearnerCentered-At-A-Glance.pdf>

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Supportive Learning Environment

- **Face-to-Face**

- **Virtual**

Students feel known, seen, and heard

The classroom environment is language-rich

Students feel safe to take risks

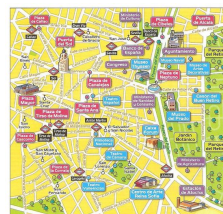
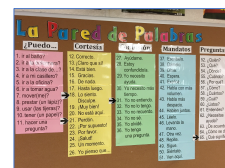
Learning experiences reflect student interests,
real world contexts

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Language-Rich Physical Environment

- Maps
- Photos of famous people
- Artwork
- Posters with quotes and sayings
- Word walls
- Student work
- Famous landmarks
- Synonym splashes
- Word clouds



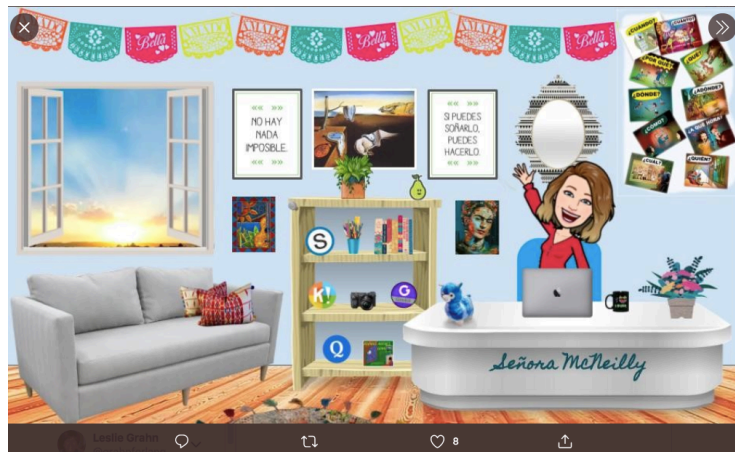
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Language-Rich Physical Environment



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Language-Rich Virtual Environment

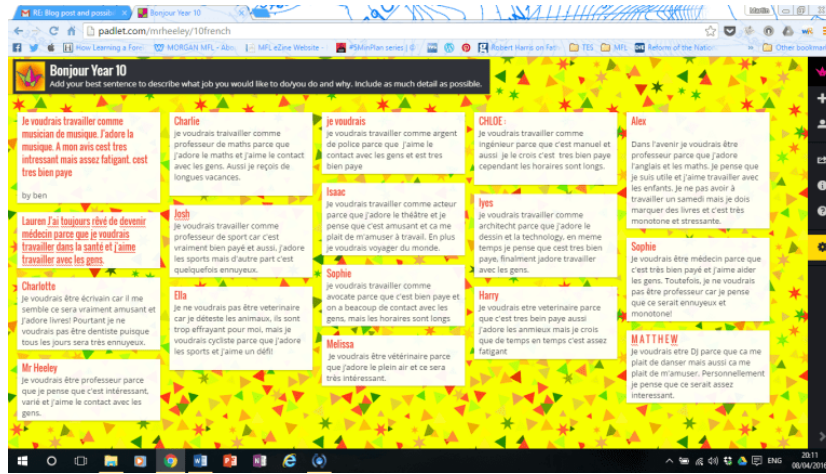


Bitmoji app + Google Slides

@LNCharter

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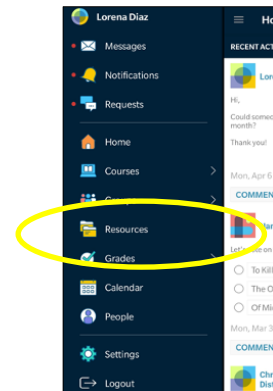
Virtual Word Walls & Virtual Bulletin Boards



i2.wp.com

Language-Rich Virtual Environment: Resources

- Vocabulary lists
- Path to proficiency poster
- Rubrics
- Can-Do statements
- Anchor Charts
- Graphic organizers
- Expression lists
- Self-assessments
- Personal dictionary



schoolology.com

Language Classroom Expectations

OUR CLASS CHARTER

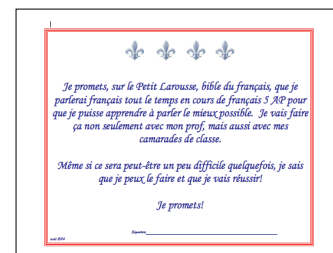
We each have the responsibility to:

- Come to class with a "can-do" attitude
- Speak German 90%+ of the time
- Actively participate in all activities
- Cooperate with others in pair and group work
- Respect others and their property
- Make sure our actions do not harm others
- Treat the classroom and all materials and equipment with respect

DAILY expectations

This class will be conducted almost entirely in Spanish. You will not understand everything, and that's ok. In order to be successful in learning a new language, you will need to...

- Listen to and read Spanish and try your best to comprehend
- Learn at your own pace and allow others to learn at theirs
- Play, sing, move, act, talk, create, and let yourself be silly
- Make mistake, take risks, and experiment
- Be kind to yourself and everyone else



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Supportive Learning Environment

Our distance learning class norms

- Be on time.
- Be prepared.
- Mute yourself.
- Respect others.
- Participate and contribute actively.
- Submit assignments on time.

Our distance learning class expectations

1. Challenge yourself to stay in the target language.
2. Set goals, self-assess, and act on feedback.
3. Have fun with the language!
4. Seek help when you need it.

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Supportive Learning Environment

- Ways to touch base with teacher
- Hold informal “huddles”
- Buddy system

When I visit my language teacher during office hours...

- I do a “check in” on how I’m doing and feeling.
- I ask questions I have about assignments, grades, etc.
- I ask questions I didn’t share during the live instruction.
- I practice speaking skills with my language teacher.
- I receive additional feedback from my teacher on my work.
- I can do a speaking performance and receive immediate feedback.
- My friend and I can conduct an interpersonal exchange and receive immediate feedback.
- I ask for more information on an assignment or task.
- I let my teacher know what is working and what is not working for me.
- I propose creative ideas for projects and tasks.

Leslie Grahn (@grahforlang)



english4teaching online

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Talk about what successful language learners do

Spend time teaching students how to use proficiency-based rubrics

LANGUAGE LEARNERS WITH A GROWTH MINDSET

- 1. Are resourceful.**
“I use tools I have and strategies I’ve learned.”
- 2. Look for patterns.**
“I see how words are connected.”
- 3. Seek opportunities for language practice.**
“Practice will build my confidence.”
- 4. Make mistakes.**
“Mistakes help me learn.”
- 5. Focus on increasing their proficiency.**
“I can always become an even better communicator.”
- 6. Self-assess and set goals.**
“I use feedback to improve.”
- 7. Persevere to understand.**
“I figure out what is being communicated without knowing every word.”

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What successful distance learners do

- Are organized
- Manage time and deadlines
- Know how to access resources
- Seek help when they need it
- Think before they post



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Discuss Netiquette and Digital Citizenship

Student tips for successful VIDEO CALLS



1



Check in with your teacher. Gather your materials.

2



Be on time. Check in thru the chat when you arrive.

3



Stay engaged (nod or thumbs up) if others are talking.

4



Mute your mic if you're not speaking.

5



Use the chat or raise hand to share ?s/ideas.

6



Wait for teacher to call on you or unmute your mic.

7



Take notes in a doc or on paper for reference.

8



If using video, look at the camera, not the screen.

Text by Karly Moura @KarlyMoura. Infographic by Matt Miller @jmattdiller. Icons by The Noun Project.

ditchthattextbook.com

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Incentives for Distance Learning

- Choose videoconferencing background
- Brain break choice
- Virtual lunch with the teacher
- Be the class DJ
- Choose the site for a virtual field trip
- Positive message to parent
- Be the teacher
- Digital badges

<https://www.pbisrewards.com/blog/pbis-incentives-distance-learning/>

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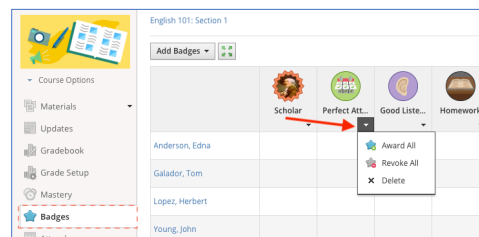
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Incentives for Distance Learning: Badges



modernlanguagest.files.wordpress.com

support.schoology.com



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Building Relationships with Students From a Distance:

- Call students by name
- Include personal connections in learning experiences
- Incorporate personal connections into feedback
- Do individual check ins
- Participate in discussion threads



www.scilearn.com

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Building Relationships with Students From a Distance

- **What three words would you use to describe yourself?**
- Use three images to introduce yourself (students each add a slide to a Google Slides presentation)
- **Flipgrid “getting to know you”**
- Share three photos of places that are meaningful to you
- **Complete a poll about your preferences (ex. [Poll Everywhere](#), Google Forms).**

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Building Relationships with Students From a Distance

- Create a diamante poem about yourself (ex. Generator)
- Make a word cloud of target language words that describe you (ex. Tagxedo, Word It Out)
- Create a twitter feed about yourself (ex. Textingstory Chat Story Maker)
- Create an interactive poster about yourself. (ex. edu.glogster)

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Supportive Learning Environment: Scaffolds and Supports

Providing support to students in the form of **models**, **examples**, **sentence frames**, and **task-specific target language expressions** which are subsequently removed as students become more confident and independent with their learning

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Scaffolds and Supports

- Providing the right amount of support to students
- Providing supports increases student confidence in completing tasks
- Progressively removing the support and providing new challenges
- Providing meaningful feedback to students that moves their learning forward

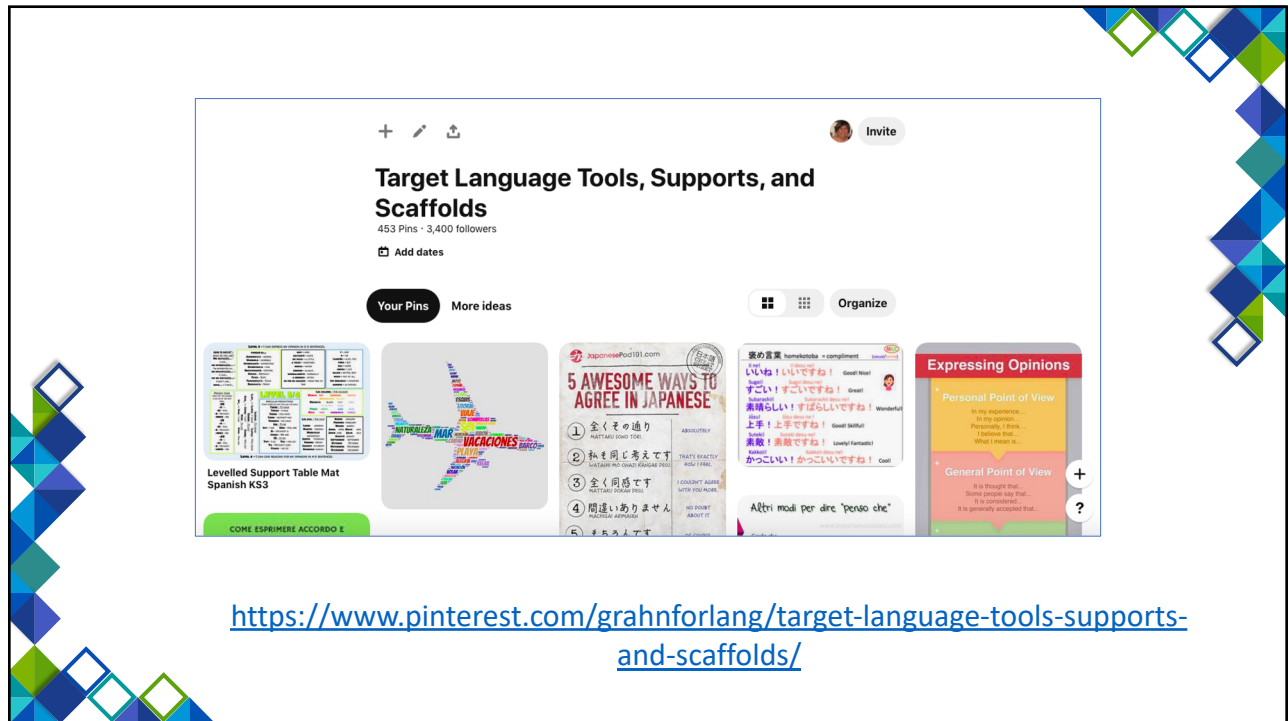
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Scaffolds and Supports

- | | |
|---|-----------------------|
| • Provide support | • Intentionality |
| • Act as a tool | • Appropriateness |
| • Extend range | • Structures/Routines |
| • Make tasks achievable | • Collaboration |
| • Used selectively and are eventually removed | • Internalization |

Greenfield, 1997

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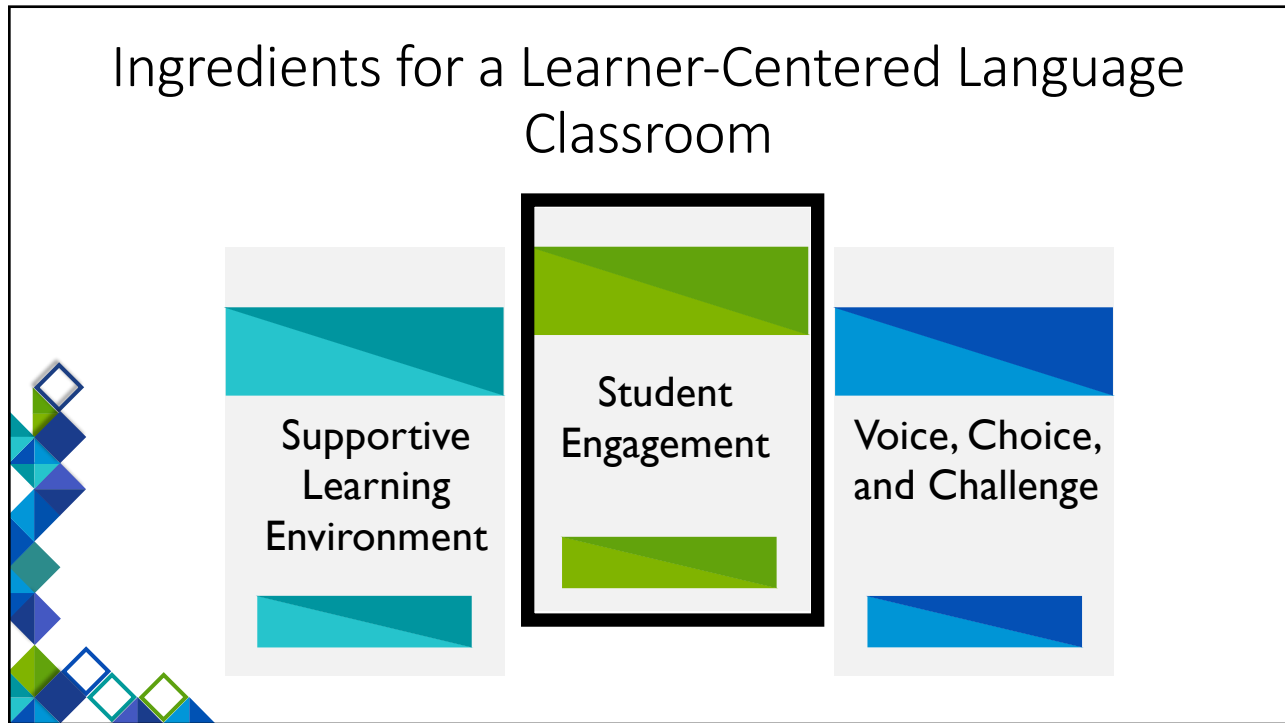


<https://www.pinterest.com/grahnforlang/target-language-tools-supports-and-scaffolds/>

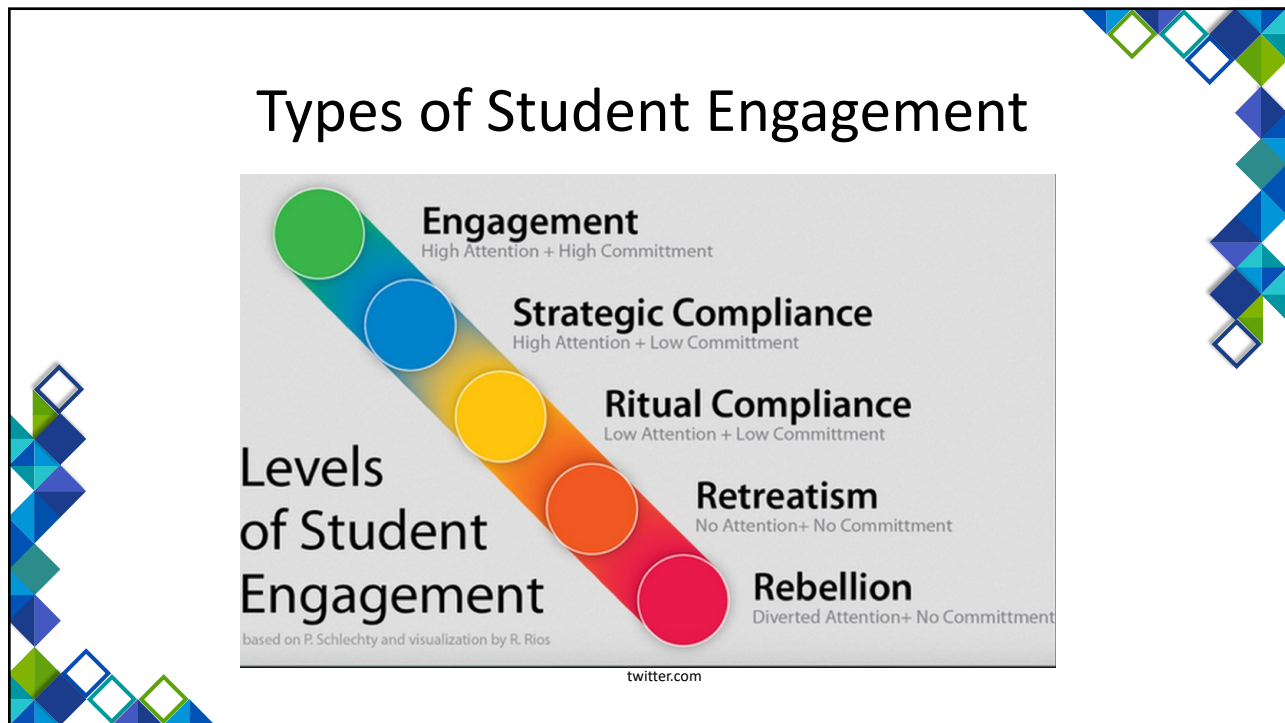
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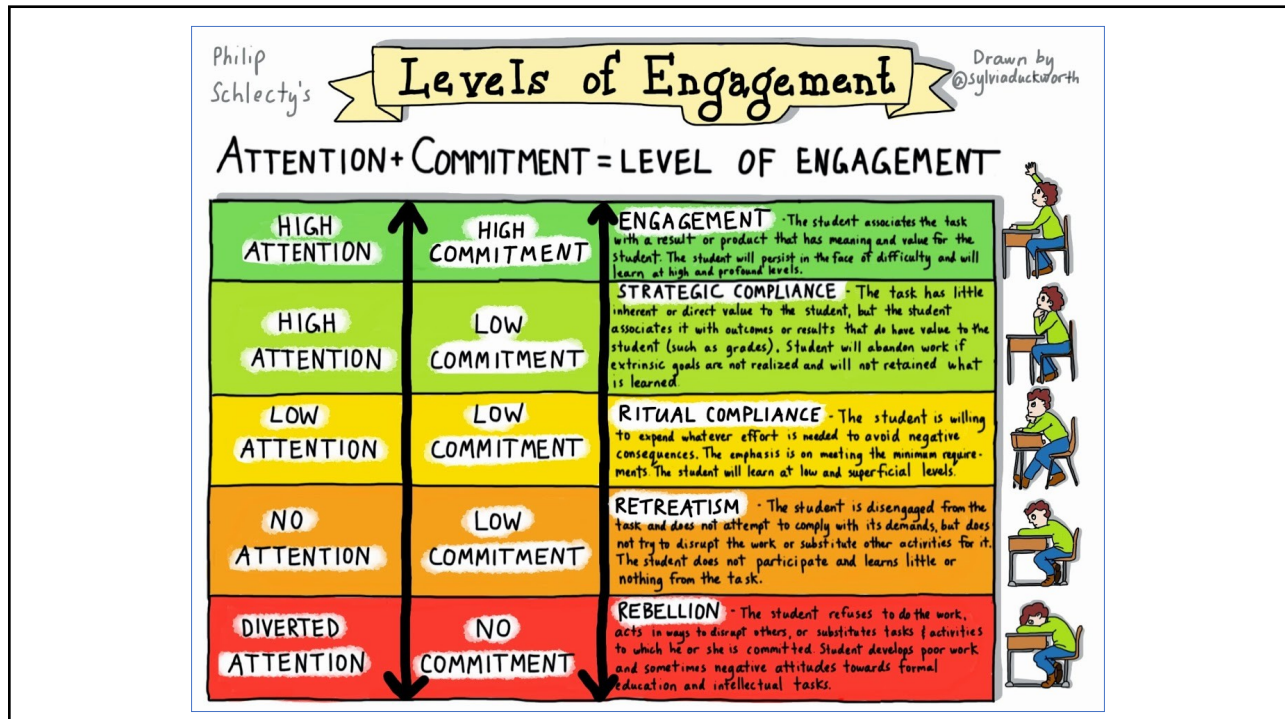
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Motivating Students to Engage

- Relate learning to real life
- Give students control over learning
- Assign challenging but achievable tasks
- Arouse students' curiosity
- Design projects that allow students to share/work with others

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Strengthening Student Engagement

- **S** = Success
- **C** = Curiosity
- **O** = Originality
- **Re** = Relationships

Strong, Silver, and Robinson, 1995

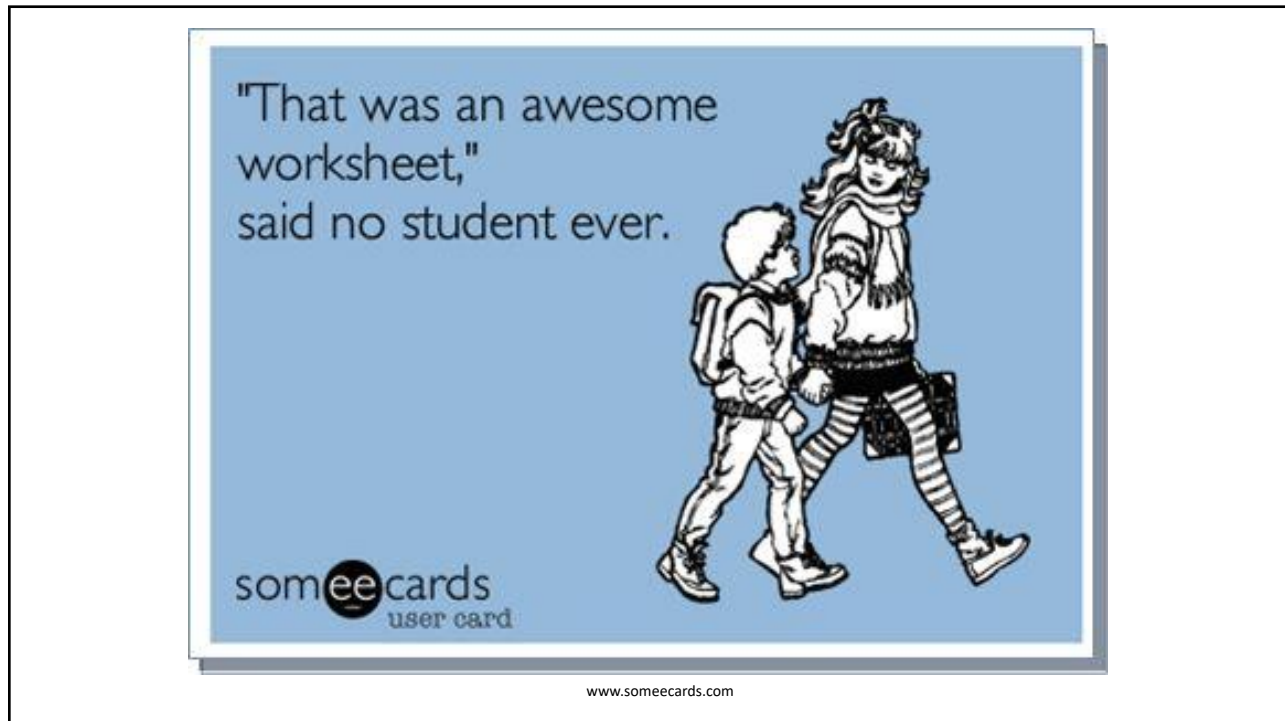
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Qualities of Student Engagement

- Providing real-world contexts
- Giving student choice and control
- Providing challenging, but achievable tasks
- Allowing for collaboration
- Providing scaffolds and supports
- Demonstrating integration of communicative modes

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Increasing student engagement

Students respond to comprehension questions about an authentic text.

- Providing real-world contexts
- Giving student choice and control
- Providing challenging, but achievable tasks
- Allowing for collaboration
- Providing scaffolds and supports
- Demonstrating integration of communicative modes

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Increasing student engagement

Students view a Powerpoint during which students listen to the teacher's presentation of new vocabulary.

- Providing real-world contexts
- Giving student choice and control
- Providing challenging, but achievable tasks
- Allowing for collaboration
- Providing scaffolds and supports
- Demonstrating integration of communicative modes

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Increasing student engagement

Students complete a cloze activity while listening to the lyrics of a target language song.

- Providing real-world contexts
- Giving student choice and control
- Providing challenging, but achievable tasks
- Allowing for collaboration
- Providing scaffolds and supports
- Demonstrating integration of communicative modes

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Increasing student engagement

Students at the middle school level are asked to role play a waiter and a customer in a restaurant to practice speaking skills.

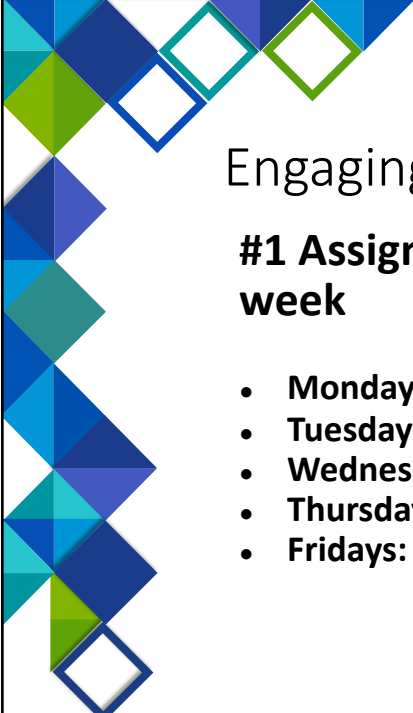
- Providing real-world contexts
- Giving student choice and control
- Providing challenging, but achievable tasks
- Allowing for collaboration
- Providing scaffolds and supports
- Demonstrating integration of communicative modes

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Engaging Students Through Lesson Hooks

- Aligned to unit theme
- Example of structures in context
- Topic of interest to students
- Humor
- Current events
- Use as the context for an interpersonal exchange
- Use as the inspiration for a free write

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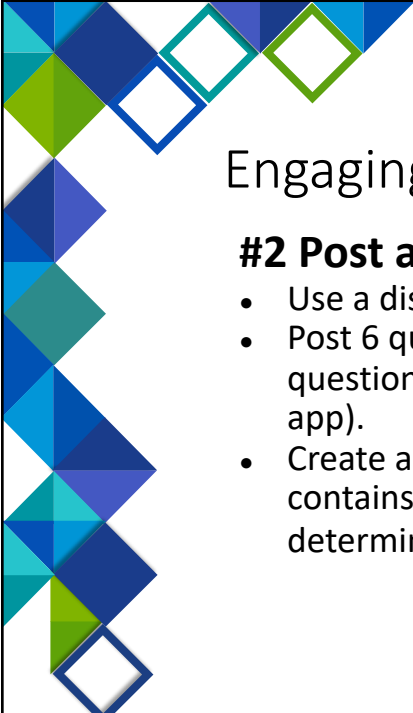


Engaging Students Through Lesson Hooks

#1 Assign a unique opening for each day of the week

- **Mondays:** Describe the picture/photo (orally or in writing)
- **Tuesdays:** Target language song of the week
- **Wednesdays:** Guess the mystery person/item
- **Thursdays:** Let's travel to a target language location!
- **Fridays:** Let's dance in the target language!

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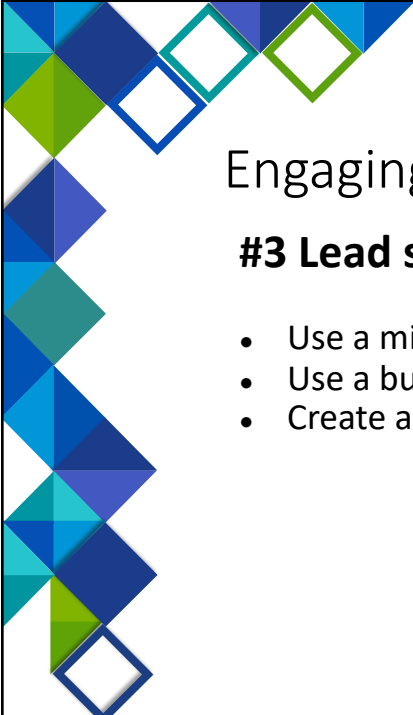


Engaging Students Through Lesson Hooks

#2 Post a question of the day

- Use a discussion strategy or protocol (ex. Bounce cards)
- Post 6 questions and roll a virtual die to determine the question to which students will respond (ex. Make Dice Lite app).
- Create an online spinner through "[Wheel Decide](#)" which contains multiple questions, spinning the spinner to determine the question to which students will respond.

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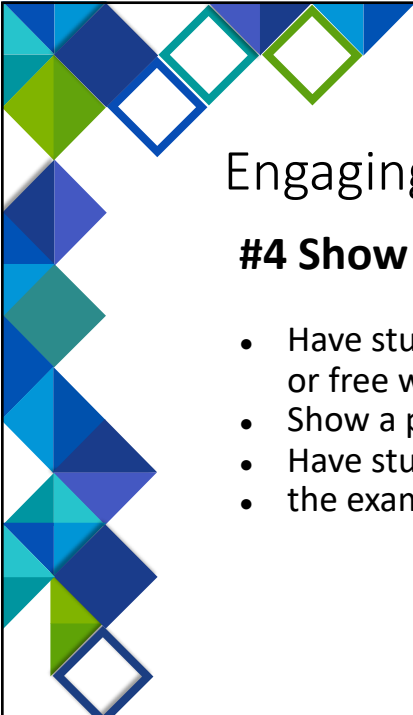


Engaging Students Through Lesson Hooks

#3 Lead students in a brainstorming activity

- Use a mind mapping program (ex. [Popplet](#), [iBrainstorm](#))
- Use a bulletin board application (ex. [Padlet](#))
- Create a word cloud in real time (ex. [Tagxedo](#), [Word it Out](#))

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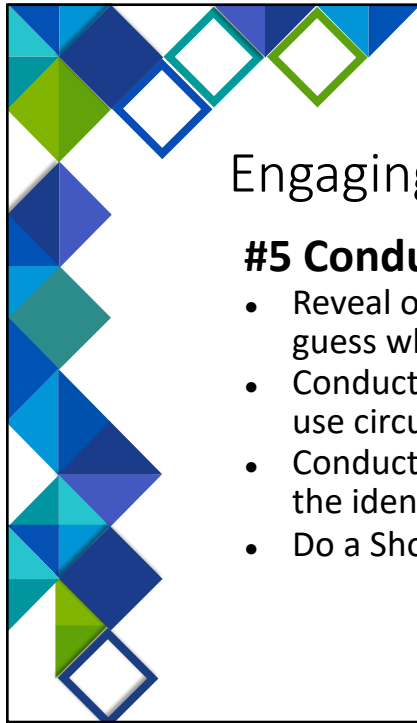


Engaging Students Through Lesson Hooks

#4 Show a meme, quote, or joke

- Have students react in the target language as a free speaking or free writing activity and create one of their own
- Show a positive, encouraging message in the target language
- Have students create a new meme, quote, or joke using the example as a guide

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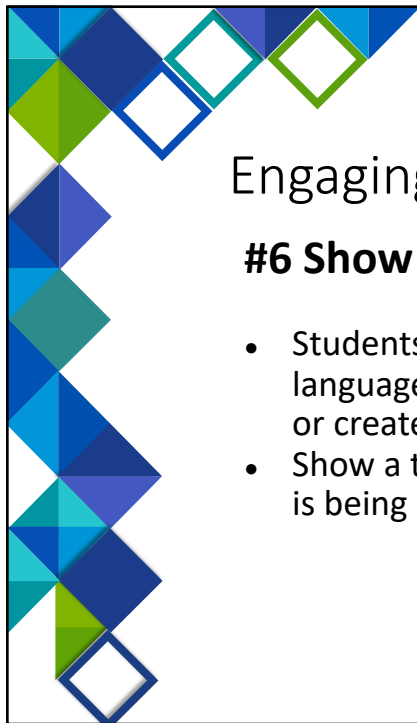


Engaging Students Through Lesson Hooks

#5 Conduct a guessing game

- Reveal one section of a picture/photo at a time and students guess what it is
- Conduct a “guess the mystery item” activity where students use circumlocution phrases
- Conduct a “Mystery Skype” call where the students guess the identity of the person
- Do a Show and Tell activity

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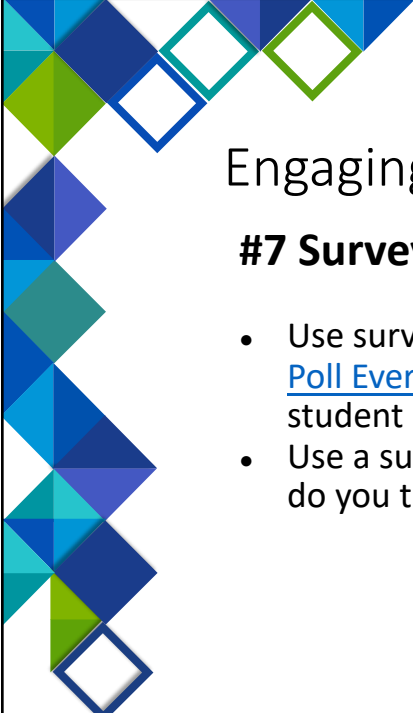


Engaging Students Through Lesson Hooks

#6 Show an authentic tweet or Instagram post

- Students interpret a tweet or Instagram post in the target language and write a summary sentence, pull out key words, or create a response to the post in the target language
- Show a text message exchange and students interpret what is being discussed

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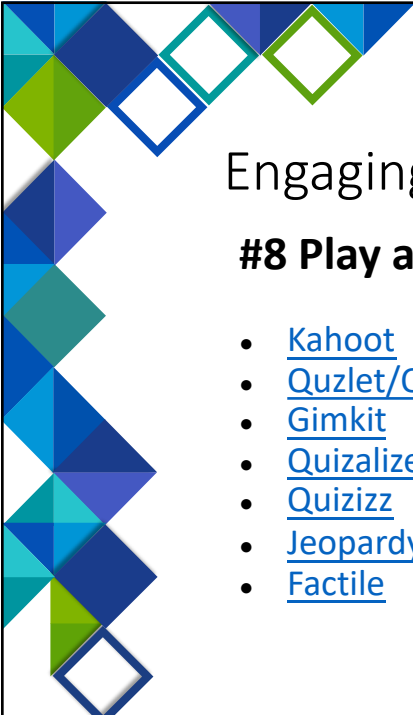


Engaging Students Through Lesson Hooks

#7 Survey your students

- Use survey and polling applications such as Google Forms, [Poll Everywhere](#), and [Mentimeter](#) to collect information on student opinions and interests
- Use a survey to allow students to make predictions- “What do you think will happen next?”

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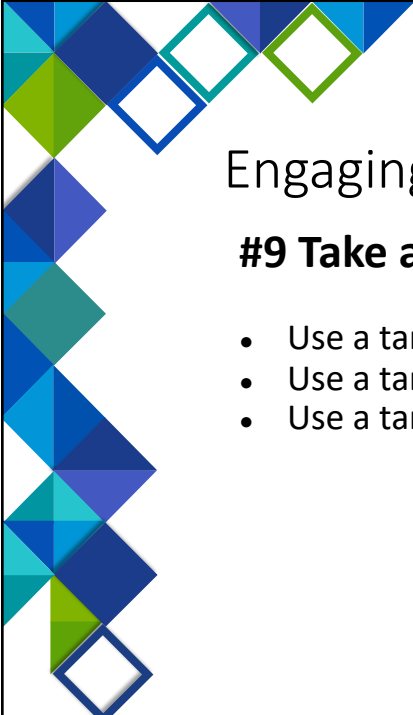


Engaging Students Through Lesson Hooks

#8 Play an interactive game

- [Kahoot](#)
- [Quizlet/Quizlet Live](#)
- [Gimkit](#)
- [Quizalize](#)
- [Quizizz](#)
- [Jeopardy Labs](#)
- [Factile](#)

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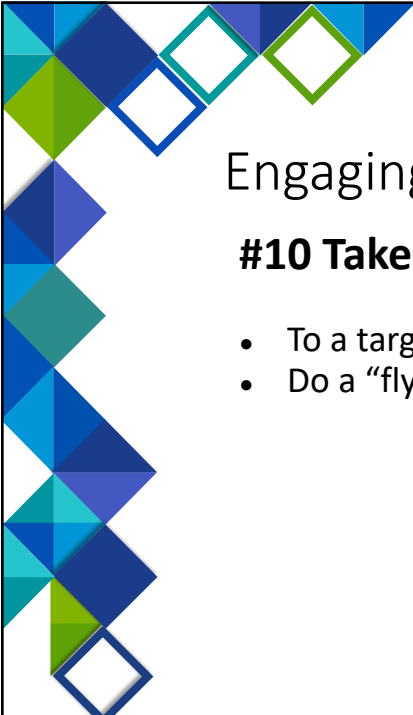


Engaging Students Through Lesson Hooks

#9 Take a brain break

- Use a target language music video
- Use a target language dance video
- Use a target language exercise video

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Engaging Students Through Lesson Hooks

#10 Take a virtual field trip

- To a target language museum
- Do a “flyover” of a target language city using Google Earth

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Increasing student participation in Face-to-Face and Virtual Environments

- Develop protocols and expectations for active student participation.
- How will students participate?
 - During live instruction
 - By making and responding to discussion posts
 - During office hours and meetups
 - Through their assignments
 - By giving feedback to peers
 - By asking questions
 - Through pair and small group work

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Increasing student participation in Face-to-Face and Virtual Environments

- Provide a way for students to raise their hands to speak
- Provide ways students can assess their class participation
- Highlight and recognize positive contributions made by students.
- Use an online tool that randomizes which students are called on to participate (ex. [Wheel Decide](#), [Wheel of Names](#)).
- Hand over the lead to a student.
- Keep score. Award virtual points, digital badges, emojis based on the student responses.

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Increasing student participation in Face-to-Face and Virtual Environments

Active ways for students to participate

- Step left/step right
- Lean left/lean right
- Hold ups/Pinch cards
- White boards
- Fist or Five

A	Yes
B	No
C	Not sure

73

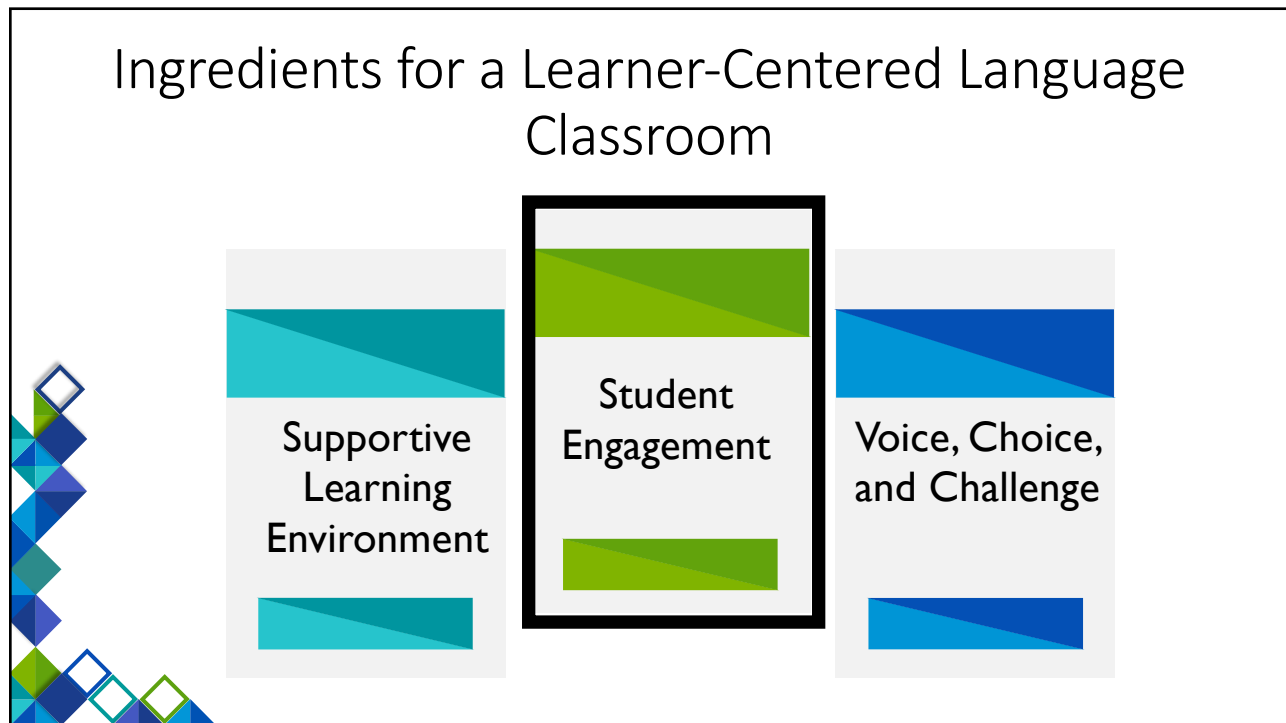
Increasing student participation in Face-to-Face and Virtual Environments

- Play “I spy”
- Scavenger hunts
- Surveying and polling
- Brainstorming
- Brain break



<https://hookedoninnovation.com/2020/05/13/25-strategies-to-engage-zoom/>

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Engaging Students Through Pair and Small Group Work

- Providing multiple opportunities for students to interact and collaborate with classmates in self-selected, random, and teacher-selected groupings of varying sizes to practice language independently in a variety of contexts

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It's like an audition...

- In a sense, the teacher is continually auditioning kids in different settings—and the students get to see how they can contribute in a variety of contexts.

Carol Ann Tomlinson, 2009

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Engaging Students Through Pair and Small Group Work

• Face-to-Face

Turn and talk

Students moving
about the classroom

Grouping
cards

• Virtual

Breakout rooms

Collaborative
documents

Discussion
posts

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Engaging Students Through Pair and Small Group Work

- **What if my virtual platform does not allow for breakout rooms?**
 - Use a digital collaboration tools (Flipgrid, Google Docs, Google Hangouts, Padlet, Popplet)

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Pair and Small Group Tasks: In-person or Virtual

- Task
- Supports
- Process
- Product

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Pair and Small Group Tasks: In-person or Virtual

EXPECTATIONS AND NORMS:

- All group members should contribute
- Everyone's contributions are valued
- Stay on task
- Designate a timekeeper

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Pair and Small Group Tasks: In-person or Virtual

•TASK:

- Students are given a concrete task with a scenario or authentic text.
- Have students set an alarm for the time allowed
- The task is achievable in the time allowed.

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Pair and Small Group Tasks: In-person or Virtual

• **SUPPORTS:**

- Teacher gives directions to the task in the target language
- Teacher models the task
- An expression list, graphic organizer may be available to support students
- A group “leader” may be designated

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Pair and Small Group Tasks: In-person or Virtual

• **PROCESS:**

- What instructional strategy will the students use for their interaction?
 - Reading strategy
 - Cooperative learning strategy
 - Discussion strategy
 - Interpersonal strategy

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Pair and Small Group Tasks: In-person or Virtual

- **PRODUCT:**

- Notes
- Completed organizer
- Contribution to collaborative document
- Contribution to virtual bulletin board (Padlet, etc.)

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Pair and Small Group Tasks: In-person or Virtual- **Example**

- **Task:** People all over the world have been tweeting about how social distancing has been impacting their lives. Use your graphic organizer to capture the positive and negatives social distancing by interpreting these target language tweets.

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Pair and Small Group Tasks: In-person or Virtual- Example

- **Supports:** The teacher shows a sample target language tweet and does a guided activity with the students on interpreting the tweet, highlighting the reading strategy the students will use, and writing the notes into the graphic organizer.

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Pair and Small Group Tasks: In-person or Virtual- Example

- **Process:** Students work in their groups to interpret the target language tweets and add the positives and negatives from the text to their individual graphic organizers. The student leader keeps the students in the group on track.

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Pair and Small Group Tasks: In-person or Virtual- Example

- **Product:** Students return to the larger group with their completed organizers. The teacher solicits ideas from groups using an instructional strategy called “Numbered Heads Together” to add ideas to an organizer that represents the thinking of all of the groups.

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Pair and Small Group Tasks: In-person or Virtual- Example

Options for a springboard activity:

- Students participate in a “jigsaw” activity where multiple home groups are represented in new group configurations. The students are given an expressions list to assist them in keeping their conversation in the target language.
- Students groups use their graphic organizers which reflect ideas from other groups to create an infographic on the positive and negative effects of social distancing.

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Pair and Small Group Work: Interpersonal Activities

Scenario A: Students conduct an interpersonal exchange in a breakout room

- The interpersonal task is modeled and expectations are clear
- Students are given a context for their interpersonal exchange
- Students are given a time limit
- There is a concrete product students must complete
- The teacher checks in on groups in breakout rooms
- Students have a way to send a help request to the teacher
- A scaffold like an expressions list may be provided
- There is a follow-up activity to the interpersonal exchange

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Pair and Small Group Work: Interpersonal Activities

Scenario B: Students conduct an interpersonal exchange based on the unit theme performed live or recorded

- Students conduct an interpersonal exchange with a classmate and record
- Students conduct an interpersonal exchange with a heritage speaker and record
- Pairs of students conduct an interpersonal exchange with a classmate for the teacher during office hours or check ins
- Student conducts an interpersonal exchange with the teacher during office hours or check ins
- Students leave a voicemail on the teacher's Google Voice number
- Students send an email to the teacher
- Students conduct an interpersonal exchange with a classmate via text and save their chat

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Let's take a quick 5 minute break




adobe.com

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What is something new that you learned so far today? Please go to the Padlet.



www.oberlo.com

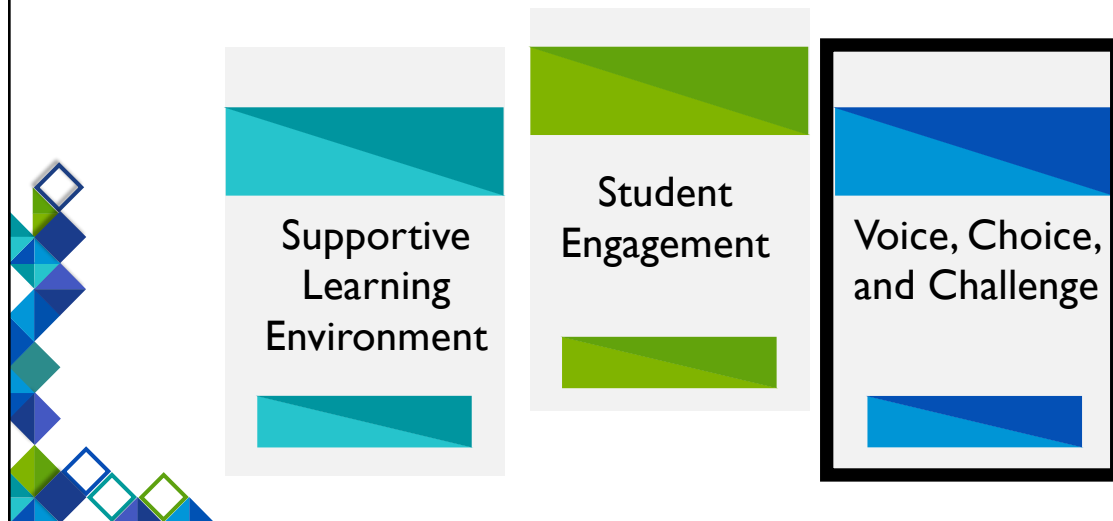
94

<https://padlet.com/lkholaki/pmdysenlyyar>



95

Ingredients for a Learner-Centered Language Classroom



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Importance of student voice

قالب KWL

ما أعرف - K	ما أريد أن أعرف - W	ما تعلمته - L

Storyboard That إنشاء النماذج بك في

www.storyboardthat.com

Please rate 1 (low)- 4 (high) how effective each learning experience is in your language learning

	4	3	2	1
Breakout rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mystery item/person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion posts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Choice...

- Offering students choices in demonstrating their learning based on interest and readiness through a menu of tasks aimed at the same learning outcomes and expectations

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Choice...

- Is motivating and engages students
- Draws on student strengths, abilities, and interests
- Gives students a sense of
 - Control
 - Purpose
 - Competence

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Types of choices for students

- ✓ Choice in the modes in which they practice
- ✓ Choice in the tools and strategies they use to gather information
- ✓ Choice in the way they complete their work
- ✓ Choice in the planning and design of products

Homework: Students may choose between the following:

Choice A: Students write a description of 5 sentences about the rooms in their homes, 3 that are true and 2 that are false.

Choice B: Students write a description of 5 sentences about a famous person's home, 3 that are true and 2 that are false.

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Choices for students



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Choices for students

#النجاح في المدرسة

7 نصائح للحفاظ على صحة الأطفال وسلامتهم

أعطهم أحدث اللقاحات التي يوصي بها الأطباء

ساعدهم على اختيار الطعام الصحي

حذّهم عن كيفية الوصول بسلام إلى المدرسة سواء أكانت ممتلئة على الأقدام أو من خلال ركوب العائلة

النجاح يكمن في تحريك الموثوق لتطوير نفسك وتحقيق أهدافك

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خذ طفلاتك لتزور مدرستها أسبوعاً قبل بدء الدخول المدرسي

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وقت النوم

تدريب على مرصقات

التدريب للمدرسة

التدريب على النظافة

www.twitter.com

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Choices for Students: RAFT Assignments

- **Focus on:**
- Writing and reasoning
- Ideas around a topic
- Student choice, interest
- Learning styles, preferences

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What does RAFT mean?

R = ROLE

A = AUDIENCE

F = FORMAT

T = TOPIC

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RAFT Assignments

Role	Audience	Format	Topic
Chef	Cooks	Restaurant review	Why the restaurant is a good choice
Diner	Friends and family	Menu	Best foods to eat in a certain city
Travel writer	Nutritionist	Travel blog	Healthy food choices
Food critic	Tourists	Travel guidebook	Unusual dining experience

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RAFT Assignments

Role	Audience	Format	Topic
Artist	General public	Journal	Environment
Explorer	Committee	Editorial	Travel
Reporter	Classmates	Brochure	Destinations
Parent	Community members	Interview	Cuisine
President	State government	Cartoon	Art
Inventor	Sports enthusiasts	Critique	Music
Musician	Instructors	Bio sketch	Theatre
Author	Parents	Newspaper article	Movies
Designer	Teenagers	Blog	Novels
Athlete	College students	Website	Short stories
Scientist	Tourists	Letter	Sports
Salesperson	Concert goers	Invitation	Current events
Pilot	Museum visitors	Advertisement	Cities
Actor	Children	Script	Celebrations
			Social media
			Famous people

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Choice Boards

- ✓ Students choose from a menu of options
- ✓ Tasks vary by process and interest
- ✓ Some anchor activities can be required of all students
- ✓ Can be used for homework, projects, and assessment

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Choice Boards

- Tic-Tac-Toe
- Dinner Menu
- 2-5-8 Menu

Tema 3		Nombre: _____	
Due: December 18, 2012			
<p>This is your project for Unit 3. Using the chart below, you must complete at least one block in each column. You will need to show me one completed block per column for credit. Each activity is worth 20 pts. You may choose to do one extra block for 20 pts. extra credit.</p>			
Use 10 new vocabulary words, each in a different juicy sentence (at least 8 words long)	Make a chart of a day's meals. Include the name of the meal, the time you ate it, and what you ate in Spanish.	Take a familiar tune and make a song about the vocabulary. Sing it (or have someone sing it) to me/the class.	
Make a word search using 20 words from the chapter vocabulary. Have someone do the word search (on a copy) and initial it.	Make a Memory Model mnemonic for five words that have no similarity to the English.	Write a story using the vocabulary from the chapter, and tape yourself reading it.	
Make a grocery shopping list with at least 20 food items. Group items in categories-meat, dairy, produce, etc.	Make a food pyramid. Pictures may be cut out, downloaded from web or drawn and labeled in Spanish.	Make a story board or cartoon using the new vocabulary. Use captions or dialogue for each cell. Minimum: 5 cells	
Make a set of picture flash cards (3x5 minimum size) for all the chapter vocabulary.	Send me an email and in it use at least 10 new words meaningfully to tell me about what you ate on a certain day in Spanish. Print up a copy of the email for credit.	Write a skit about the vocabulary and perform it or get some people to perform it with you. Use at least 10 new vocabulary words.	
Make a crossword, using as many chapter words as possible (min. 20). Have a classmate do the crossword (on a copy) and initial it.	Make up riddles about six words in the chapter, such as "To have strong bones, you must drink _____." (leche)	Make a rebus (picture story), using at least ten vocabulary words, and have someone read it back to you.	

Kris Bloom, River Hill High

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Choice Board Brainstorming

Speaking	Writing	Listening/Reading/Viewing

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Choice Board Brainstorming

Speaking	Writing	Listening/Reading/Viewing
<ul style="list-style-type: none"> • Leave a voicemail • Record a song • Create a video message • Perform a rap or chant • Record yourself describing a photo • Record an interview 	<ul style="list-style-type: none"> • Write a song • Create a game • Create a collage with labels • Draw a concept map • Create a comic strip • Create a quiz • Create a Powerpoint • Write a journal entry • Create an infographic • Write a poem • Create an invitation 	<ul style="list-style-type: none"> • Watch a music video • Read an article • Listen to a podcast • Watch a commercial • Watch a movie trailer • Do research • Interpret an infographic

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Virtual Choice Boards

Reading/Writing Select an article from one of the magazines on the Pinterest board: Pinterest and create a graphic organizer about the article and email it to your teacher.	Reading/Speaking Go to this magazine website and select the target language from the pulldown menu. Read an article of your choice and take notes. Record yourself summarizing the article and post it.	Listening Go to: Audio Lingua and select a recording in the target language. Create a list of key words from the recording and write a six-sentence summary of it.
Reading/Writing Investigate the life and work of a famous artist from the target language culture. Create a visual presentation in the target language about the artist.	Language Practice Have fun practicing your language skills on Digital Objects .	Reading/Writing Investigate ecotourism in a target language country and create an itinerary for a future trip. Here are some resources for you.
Writing Create a game board using your unit vocabulary. Here is a website where you can download a game board template: http://people.unow.edu/~zberger/word_games.html	Language Practice Use Scrabble or Bananagram letters or make your own letter cards to create a crossword puzzle containing as many target language words as you can think of.	Writing Use Google Maps or Google Earth to design an itinerary for your family in a target language capital city.
Listening/Speaking Learn a song from the target language culture and record yourself singing it: Mama Lisa's World of Children and International Culture	Reading/Writing Imagine that you have the equivalent to \$100 to spend on an outfit for a party this weekend. Select your clothing items from an online store. Create a shopping list with photos.	Listening/Viewing Choose a dance video: Dance Video and get moving!

Choice Board for Young Language Learners
At Home Learning
Leslie Grahn
@grahnoforiang

Word Work

Rainbow Words Write out five vocabulary words in different colors	Draw a picture definition for five of your vocabulary words.	Use scrabble letters, magnetic letters, or letter cards to spell out five of your vocabulary words.
Draw a picture that contains five of your vocabulary words. Label the words in the target language.	Write five of your vocabulary words in alphabetical order.	Write five of your vocabulary words as numbers using the phone keypad.

Leslie Grahn (@grahnoforiang)

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Choice Assignments

Student Choice

Live Up Your Lessons by Giving Students Choices

Classroom of Choice: Giving Students What They Need and Getting What You Want (ASCD)

Academic Choice Motivates Learning

How to Give Students More Control Over Their Learning

Let it go: Giving students choices

Tips from Robert Marzano on Student Choice

Assessing Student Choice Assignments in the World Language Classroom

Choice Boards

Choice Boards and Menus (Smore)

How to Use Choice Boards in the Classroom

<https://www.grahnoforiang.com/student-choice.html>

Create a timeline	Interview someone and record
Create a commercial, PSA	Learn a dance and perform
Make a memory model	Make a storyboard
Make up riddles	Write a poem
Make a comic strip	Write an email

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Challenge: Tiered Writing Tasks

Writing Prompts Free time activities



Level 1

- 1.a What do you like to do in your free time? What do you not like to do in your free time?
 - I like to...
 - I don't like to ...
- 1.b What does your friend like to do? What does he/she not like to do?
 - He/She likes to...
 - He/She doesn't like to...
- 1.c This weekend, you are going to spend time with your friends. Where are you going and what will you do?
 - This weekend, we are going to ...
 - At the ____, we are going to...

Level 2

- 2.a What do you like to do in your free time? What do you not like to do in your free time?
- 2.b What does your friend like to do? What does he/she not like to do?
- 2.c This weekend, you are going to spend time with your friends. Where are you going and what will you do?

Level 3

- 3.a Friday, there is a concert with your favorite group. You are going to the concert with your friend. Describe your plans. What are you going to do before and after the concert? How are you getting to the concert? What will you do at the concert?
- 3.b Your friend from Australia will be spending several days in your city/town. Write about what you will do with your friend during his/her visit.

Include the activities you will do, the trips you will take, and the restaurants where you will eat.

Level 4

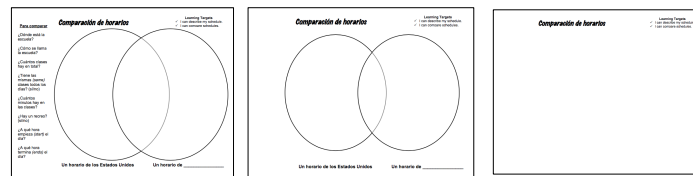
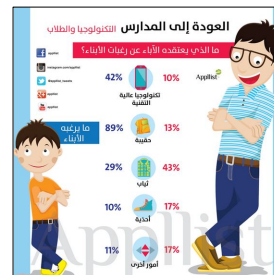
- 4.a Your friend from England does not know how to play one of your favorite games/sports you play in your free time. Explain what it is and how it is played.
- 4.b An exchange student from Canada will spend the school year at your school. You know that he/she loves to be active. Write to him/her about the sports and other activities available at your school.

Level 5

- 5.a Last summer, you worked at a summer camp for children. What activities did you organize for the kids? Describe the activities, your successes and your challenges.
- 5.b Your school has received a grant to expand the number of activities offered to students after school. What new clubs/activities would you propose? Justify your choice. How will you organize this activity? What supports will you need to get started?

Challenge: Tiered Tasks

- Create a task “on” level
- Create a more scaffolded task for struggling learners
- Create a more open task for advanced learners



Tiered Tasks: Scaffolding Examples

- Multiple choice questions
- Fewer gaps in cloze activity
- Word banks
- Sentence starters
- Sample responses
- Graphic organizers
- Question prompts

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Challenge: Tiered Texts

- Look for multiple pieces of text at varying levels of difficulty, complexity on the same topic.
- The task may be tiered or the same.
- A great place to start is infographics.



statigr.am



fay3.com



fay3.com

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Challenge: Tiered Texts



statigr.am



fay3.com



fay3.com

Taking a walk

Title of the infographic: _____

Physical Benefits	Psychological Benefits

New vocabulary for my personal dictionary:

- _____
- _____
- _____

Summary: _____

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Examples of tiered texts and tiered tasks

Tiering Tasks and Text

Respectful tasks

Respectful Differentiation

Non-negotiables of Differentiated Instruction: Respectful Tasks (article and video)

Respectful Tasks brochure

Rigor and Challenge

Rigor Redefined(ASCD article)

How to Plan Rigorous Instruction

The Beginner's Guide to Understanding Rigor

<https://www.grahnforglang.com/tiering-tasks-and-text.html>

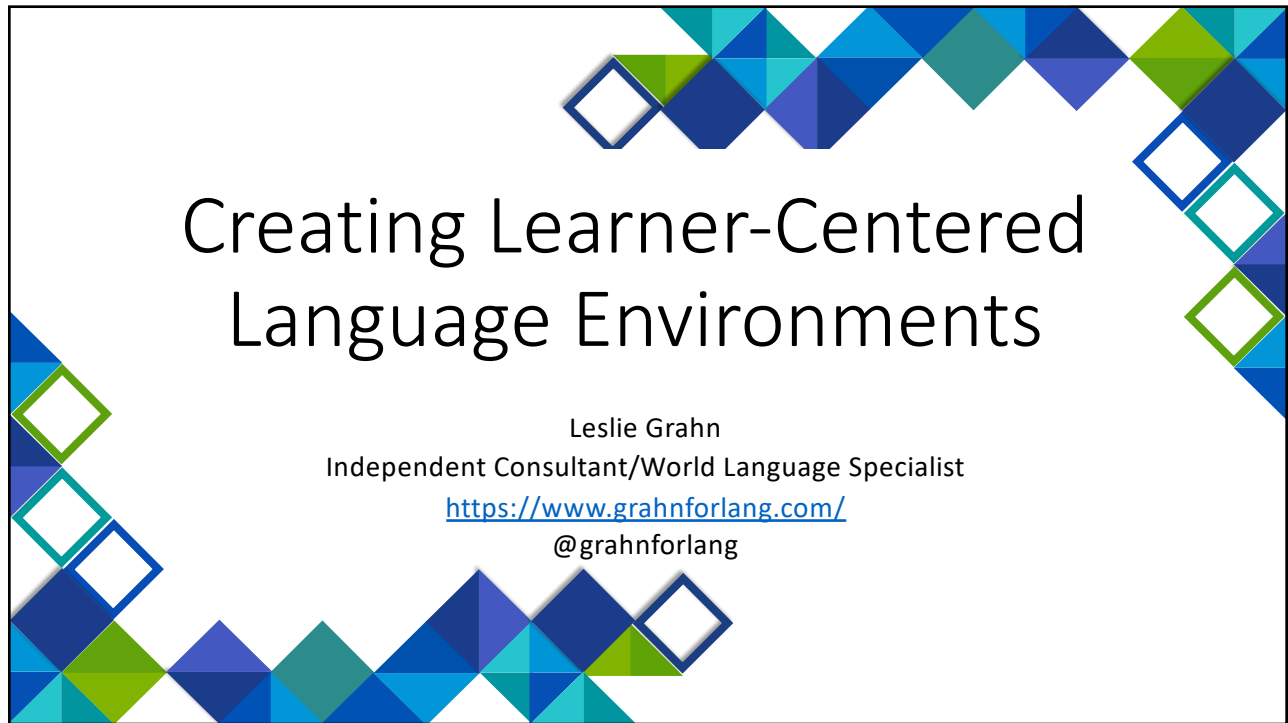
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Creating Learner-Centered Language Environments

Leslie Grahn
Independent Consultant/World Language Specialist
<https://www.grahnforlang.com/>
@grahnforlang

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