

Sports Stats

Classroom at a Glance

Teacher:	Amy Garcia
Language:	German
Grade:	5
School:	Brockett Elementary School, Tucker, Georgia
Lesson Date:	March 26
Class Size:	16
Schedule:	30 minutes, four days per week

Video Summary

In this lesson, students talk about their sports likes and dislikes. They begin by reading their personal journal entries to review the previous day's vocabulary. Then students share their sports preferences in groups and put the information on a class graph. Next, they interpret an article about the sports interests of young Germans; they scan the article for familiar words and then listen as Ms. Garcia reads the text. Finally, students work in groups to describe the contents of a sports photograph.

Standards Addressed

- Communication: Interpersonal, Interpretive, Presentational
- Connections: Making Connections, Acquiring Information
- Communities: School and Community

Read about these standards at the end of this lesson.

Key Terms

- Foreign Language Exploratory Program (FLEX)
- Foreign Language in the Elementary School (FLES)

Definitions for these terms can be found in the Glossary located in the Appendix.

Class Profile

“It’s very important to teach in the target language. I keep the class in German as much as possible. I’m expecting students to communicate in German, so why can’t I model correct behavior for them by communicating only in German?” —Amy Garcia

School Profile

Amy Garcia teaches grades preK–6 German at Brockett Elementary School in Tucker, Georgia. The school’s 470 students come from a diverse community; more than 70 percent of the students are minorities. Brockett is a pilot site for the High Achievers Program for qualified fourth-, fifth-, and sixth-graders throughout the community. The school offers German instruction at all grade levels. Students who study German as part of the High Achievers Program follow a FLES program and meet four days per week, while students in the regular curriculum study German about once per week in a FLEX program. Students in the FLES program receive traditional grades based on multiple assessments including tests, while FLEX program students are graded solely on participation.

Year at a Glance

Review
Geography
• The world
• The 16 German states
Classroom and School
Time and Daily Routines
Family
Friendship; Adjectives
Sports
Animals of the World
Fairy Tales

Lesson Design

Ms. Garcia refers to the National Standards for Foreign Language Learning and the DeKalb County Curriculum Guide to structure her curriculum (see Resources). She orders the units and designs individual lessons based on her students’ needs. “Each lesson is tailored to the class,” Ms. Garcia says. “It all depends on the group of students. And that comes from getting to know them and getting a feel for how quickly they can handle a new topic or a certain activity.” In each lesson, Ms. Garcia includes a review of the previous lesson, introduction to new information, and multiple practice activities. She then ties the lesson to the larger unit.

The Lesson

In the videotaped lesson, students shared their sports preferences. Although they had previously learned how to express their likes and dislikes, and knew the sports vocabulary, this review was the first time they combined the two into sports likes and dislikes. This was also students’ first experience applying their knowledge of numbers in German to the mathematical task of interpreting graphs. After this lesson, students continued to read *Das Rad* magazine, looking at other aspects of German youth culture and comparing them with aspects of their own culture.

Key Teaching Strategies

- Facilitating Reading of Content-Related Materials: The teacher helps students understand texts, using pre-reading, skimming/scanning, and reading-for-meaning strategies.
- Preparing for Communication: The teacher provides opportunities for students to express their ideas or feelings in the context of the language structure and/or content being learned.
- Scaffolding: The teacher plans a sequence of tasks that builds student competencies step by step toward a final performance.
- Using Graphic Organizers: The teacher uses graphic organizers to record student responses and arrange the information from student report-outs.

Analyze the Video

As you reflect on these questions, write down your responses or discuss them as a group.

Before You Watch

Respond to the following questions:

- What are some of the premises of content-based instruction in foreign language classes?
- How can content from the general curriculum be integrated into a foreign language lesson?
- What kinds of writing activities are appropriate for the elementary grades?

Watch the Video

As you watch “Sports Stats,” take notes on Ms. Garcia’s instructional strategies, particularly how she interacts with students and how she incorporates other content areas into the language lesson. Write down what you find interesting, surprising, or especially important about the teaching and learning in this lesson.

Reflect on the Video

Review your notes, and then respond to the following questions:

- What content areas does Ms. Garcia integrate into the language lesson on sports?
- Describe the work students do with graphs, both their own and the one in the article.
- What observations can you make about Ms. Garcia’s questioning techniques?
- How does Ms. Garcia introduce the various activities while staying in the target language?
- How is German instruction extended beyond the classroom at Brockett Elementary School?

Look Closer

Take a second look at Ms. Garcia’s class to focus on specific teaching strategies. Use the video images below to locate where to begin viewing.



Video Segment: Expressing Sports Preferences

You’ll find this segment approximately 6 minutes after the video starts. Watch for about 5 minutes.

In groups, students take turns expressing their sports likes and dislikes while their classmates record the information.

- How does Ms. Garcia instruct students to express their likes and dislikes? How does she adapt instruction so that students can truly say what they feel?
- What kind of communicative error does Candice make? How does Ms. Garcia handle that error?
- In what ways does Ms. Garcia interact with students during group work?

Analyze the Video, cont'd.



Video Segment: Reporting Preferences

You'll find this segment approximately 11 minutes after the video starts. Watch for about 3 minutes and 30 seconds.

Students contribute information about their sports likes and dislikes to create a class graph.

- What aspects of the math curriculum are incorporated into the survey of student preferences?
- Describe the sequence involved as Ms. Garcia turns control of the activity over to students.
- How do students react to their role in this activity?



Video Segment: Reading an Article

You'll find this segment approximately 14 minutes and 30 seconds after the video starts. Watch for about 5 minutes.

Students read an article from *Das Rad* about the sports likes and dislikes of young Germans.

- What is the students' prereading activity? What is their scanning task?
- How does Ms. Garcia model the idea that it isn't necessary to know every word in the article?
- Why does Ms. Garcia read aloud? Why doesn't she ask students to read aloud at this stage?
- How does Ms. Garcia use the reading activity to make connections to German culture?

Connect to Your Teaching

Reflect on Your Practice

As you reflect on these questions, write down your responses or discuss them as a group.

- How do you use modeling when assigning tasks?
- What do you do when students want to go beyond the types of responses you designed the activity to elicit?
- What instructional support is needed for students to be able to work successfully with authentic or content-rich materials?
- What kinds of activities do you use to connect language learning to other curricula such as math or social studies?
- What are some ways to encourage beginning writers to extend their ideas?

Watch Other Videos

Watch other videos in the *Teaching Foreign Languages K–12* library for more examples of teaching methodologies like those you’ve just seen. Note: All videos in this series are subtitled in English.

“Creating Travel Advice” (Spanish) illustrates reading strategies for challenging authentic materials, and “Communicating About Sports” (Chinese) features students expressing their sports likes and dislikes.

Put It Into Practice

Try these ideas in your classroom.

- Try to communicate in the target language during all classroom activities. When giving directions or explaining activity procedures, model one or two tasks for students to help them understand the assignment. Check for comprehension informally as you proceed. For example, Ms. Garcia showed students how to fill in their graphs by drawing happy, sad, and “so-so” faces and providing written language examples. She also modeled how the class graph should be organized before letting students take the lead. While it may seem faster and easier to give directions in English, in reality, doing so breaks the atmosphere and removes an opportunity for language learning. If students themselves fall back on English, continue to respond in the target language to maintain that atmosphere. Although several times her students asked questions or elaborated in English when their ideas were linguistically too difficult for them, Ms. Garcia continued to respond in German.
- To help students develop interpretive communication skills, design a reading plan for a text or for audio-visual material that leads students through previewing, skimming/scanning, and closer-look activities. Ms. Garcia designed a plan consistent with her school’s language arts process; she defined the stages as predicting, scanning, listening, and following along. Begin with a prereading activity that includes predicting, brainstorming, creating a graphic organizer, and/or interpreting visuals. Next, have students skim and/or scan the text to focus on what they understand. This kind of activity gets at meaning while keeping students from getting stuck on what they don’t understand. Ms. Garcia called this a “quick read” and asked students to “read like lightning.” Once students have a basic understanding of the material, choose how closely you want them to study the text. Ms. Garcia asked students to identify favorite sports in Germany and to compare the sports’ popularity in the U.S.
- Give students opportunities to share their language proficiency with the rest of the school. Ms. Garcia’s students appeared on their school’s televised morning announcements with a skit they had produced. Look for events and venues that give your students the chance to present skits, announcements, or other materials to the school community.

Resources

Lesson Materials

Sports Questionnaire*

Sample worksheets used by students to record their classmates' sports likes and dislikes

* These lesson materials can be found in the Appendix.

Curriculum References

DeKalb County Curriculum Guide

<http://www.dekalb.k12.ga.us/eservices/curriculum/>

Amy Garcia's Recommendations

Web Resources:

American Association of Teachers of German

<http://www.aatg.org>

The national organization's Web site, which includes teaching resources

Germany Info

<http://www.germany-info.org/>

The German Embassy's Web site, with information about German politics, culture and life, information for students, and more (available in English and German)

Olympia-Lexikon

<http://www.olympia-lexikon.de/>

Detailed information about the Olympics (available in German only)

Sportarten

<http://www.baspo.ch/d/sportarten/sportarten.htm>

Background information on the various sports played in Germany (available in German only)

Standards

National Standards for Foreign Language Learning

Standards for Foreign Language Learning in the 21st Century defines what students should know and be able to do in foreign language education. This lesson correlates to the following standards:

Communication: Communicate in Languages Other Than English

Standard 1.1: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connections: Connect With Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Notes
