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<td>• <a href="http://drs.dadeschools.net/InformationCapsules/IC1205.pdf">http://drs.dadeschools.net/InformationCapsules/IC1205.pdf</a></td>
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<tr>
<td>Describes the characteristics of effective elementary world language programs.</td>
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<td>• Poverty, Race, and Foreign Language Immersion: Predictors of Math and English Language Arts Performance -- By Stephen J. Caldas &amp; Nicole Boudreaux, 1999.</td>
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<td>• <a href="https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting">https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting</a></td>
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<td>Studies supporting increased academic achievement due to world language instruction.</td>
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<td>• Guidelines for Starting an Elementary School Foreign Language Program</td>
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<td>• Planning for Success: Common Pitfalls in the Planning of Early Foreign Language Programs</td>
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<tr>
<td>Helena Curtain &amp; Carol Ann Pesola Dahlberg, EDO-00-11, December 2000</td>
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<tr>
<td>Research on how early language learners benefit from their experiences.</td>
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<tr>
<td>• <a href="http://www.cal.org/content/search?SearchText=Advocacy+for+elementary+world+language+programs">http://www.cal.org/content/search?SearchText=Advocacy+for+elementary+world+language+programs</a></td>
</tr>
<tr>
<td>advocacy and explanatory brochures for Early World Language Learning</td>
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<tr>
<td>• <a href="http://www.nnell.org">http://www.nnell.org</a> - The website of the National Network for Early Language Learning contains many resources for advocating for, setting up, and providing resources for K-8 programs.</td>
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<tr>
<td>• <a href="http://www.ofla-online.org">www.ofla-online.org</a> - Ohio Foreign Language Association (OFLA) , Early Language Learning Committee</td>
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<td>• <a href="https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting">https://www.actfl.org/advocacy/what-the-research-shows/studies-supporting</a></td>
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<tr>
<td>For information on the advantage of dual-language immersion, scroll down to “LANGUAGE LEARNING IS BENEFICIAL TO BOTH MONOLINGUAL ENGLISH AND ENGLISH LANGUAGE LEARNERS IN BILINGUAL AND TWO-WAY IMMERSION PROGRAMS.”</td>
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<td><strong>Immersion Programs</strong></td>
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<td>• <a href="http://www.carla.umn.edu/immersion/">http://www.carla.umn.edu/immersion/</a></td>
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<td>Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota</td>
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<td>The definitive source for information on immersion education including how to set up programs and professional development opportunities for teachers.</td>
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<td>What the Research Says about Immersion</td>
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<td><strong>Dual-Language Immersion Programs</strong></td>
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<td>• <a href="http://www.cal.org/twi/guidingprinciples.htm">http://www.cal.org/twi/guidingprinciples.htm</a> -</td>
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<tr>
<td>Download a 124-page guide to establishing a dual-language immersion program.</td>
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<td>• <a href="http://www.cal.org/content/search?SearchText=benefits+of+dual+language+immersion">http://www.cal.org/content/search?SearchText=benefits+of+dual+language+immersion</a></td>
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<td>Center for Applied Linguistics – benefits of dual-language immersion</td>
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<td><strong>Foreign Language in the Elementary School (FLES)</strong></td>
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<tr>
<td>(ODE recommends that students should have 30 minutes of language instruction three times per week to achieve real growth in proficiency.)</td>
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<tr>
<td>• <a href="http://www.cal.org/content/search?SearchText=FLES+programs">http://www.cal.org/content/search?SearchText=FLES+programs</a></td>
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<td>Research on FLES programs from the Center for Applied Linguistics.</td>
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<td>• <a href="http://www.miscositas.com/FLES">http://www.miscositas.com/FLES</a> -</td>
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<td>Teaching materials in several languages</td>
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<td><strong>Foreign Language Exploratory Programs (FLEX)</strong> –</td>
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<tr>
<td>• <a href="http://www.cal.org/content/search?SearchText=Foreign+language+exploratory+programs">http://www.cal.org/content/search?SearchText=Foreign+language+exploratory+programs</a></td>
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<tr>
<td>Pdf on “Foreign Language Exploratory Programs: Introduction To Language Learning.”</td>
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</table>
### 3. Strategies for Teaching at the Elementary Level

- **Total Physical Response (TPR)** – Use realia, sounds, motions, touch to help students learn vocabulary and some classroom commands. Students can listen when the teacher pronounces and acts out the word or phrase. Next they can listen and act out with the teacher. Adding the kinesthetic aspect helps students internalize the language before they even try to pronounce it. Be patient with those who do not repeat the language immediately; allow them to progress at their own pace. The important detail is that they listen, listen, listen.

- **TPRS** – Total Physical Response Storytelling. This method involves listening, speaking, moving and creating. Elementary students need more consistency and repetition before doing the circling techniques.

- **Teach content-related lessons** – Using the target language to reinforce concepts taught in the regular classroom not only strengthens the understanding of the concept, but also makes their language learning more meaningful.

- **Questioning Techniques** – Yes/No → Either/or → What, When, Who → Why and How.

- **Discuss and Draw** - To show comprehension, try discussing a picture that the teacher and students draw together. Each student has their own blank piece of paper. No one shows their paper to others, including the teacher. The teacher begins by asking a question such as “What kind of animal shall we draw today?” After several suggestions, the teacher picks an animal and continues with “What color is the cat?” “What is the cat doing?” “Where is the cat?” Is it daytime or night? etc. When finished, the teacher and all the students share their drawings and see if they are similar. By discussing, rather than dictating, the students are more engaged, are asking and answering questions and creating together.

- **Cognates** - Begin with as many cognates as possible. When reading a children’s story that uses an unfamiliar word, make sure you stop and rephrase the sentence with a synonym that is a cognate. Eventually students will have both words in their vocabulary bank.

- **Graphic Organizers for Reading** - Use the same Venn diagrams, webbing, or KWL charts that the regular classroom teacher uses to access prior knowledge, improve vocabulary or extend activities from the reading. The students can practice those same skills in a world language. The familiarity of the graphic organizer helps scaffold new words and phrases so that the student can talk about the story in their new language.
• Think-Pair-Share - In this technique the teacher poses a question. The student first thinks about the answer individually, then turns to a partner and shares that information. When once again in the whole group the teacher may ask a student to give his own thought or report what the partner shared. This allows students to listen to the teacher and interpret their own answer, then practice interpersonal skills by discussing their thoughts with a partner.

• Patterning, Sequencing, Categorizing - These three skills are emphasized in Kindergarten and are easy to use in the world language. They involve critical thinking skills at a level that is developmentally appropriate for younger students. Young children practice patterning with colors, numbers and even AB/AB/AB discussion. Using manipulatives can enhance the concepts, such as asking the students to arrange their own patterns (e.g. blue bear, red bear, blue bear, red bear). In sequencing, students put objects or activities in order answering the question, “What comes next?” This can be done with scenes in the story. If the students cannot describe the entire picture, the teacher can letter the scenes and ask, “What happens first, second, third…?” and move the pictures under the number so that the events of the story are visualized in order. Categorizing is another math/science concept that engages students in finding similar attributes, such as animals that live in the forest, desert, jungle, farm, etc.

• Daily Report - The consistency of the “morning circle” talk where students answer questions about the calendar, the weather, the activities of the day, etc. is very effective. It allows the teacher to build students’ confidence with the same questions day after day as well as new combinations to check for comprehension.

• Cooperative Learning - Incorporating the techniques of cooperative learning is a very effective way for the classroom teacher to get more students talking at the same time, encourage autonomous learning, manage classroom seating and movement and provide for a wider variety of engaging activities. World language teachers are often more successful if they follow the same format as their regular classroom colleagues.

• Interview, Survey, Invite - Combine short pieces of an activity to reuse the new vocabulary. For example, in the first part, the teacher could use a warm-up question and answer activity about favorite foods asking the whole class about their favorite entrée, dessert, vegetable and beverage and charting the results. Next, students could choose two entrees from the chart, two desserts, two vegetables and two beverages, make their own chart and conduct a survey. Moving around the room to ask as many other students as time permits, each student will have a different survey from which they can determine the menu and the guests for their “dinner party” invitation. They wouldn’t invite the guest who didn’t like chicken, for example, if their survey revealed that was the favorite entrée.

• Science Experiments
Younger students can watch and listen to a demonstration and then conduct a science experiment together in small groups. Older elementary students can discuss the variables and then change a variable to conduct the experiment and report (explain orally or write) on its success or failure.

- **Movement/Review**
  Studies on the effectiveness of the kinesthetic aspect of learning are important to remember as students learn new vocabulary, phrases, and cultural responses. Songs, gestures, moving from a pair activity to a small group or a whole group activity keeps students listening and engaged. It also allows the teacher to change the activity from easy to more difficult and back to easy in order to keep the affective filter low.

- **Smartboard: exchange.smartech.com**
  Smartboard users can access teacher-made lessons from the U.S. and also from international sources.

- **Your BFF, the regular classroom teacher** - The regular classroom teacher can be the world language teacher’s best friend. Since so many world language teachers create their own daily lessons, it helps to know what students can do at each level. Knowing when students learn to add, to subtract, to multiply, to divide, to write paragraphs, to follow a map or to read a chart in English is helpful when creating a lesson in another language. Regular elementary teachers also have games or activities that can easily be used by the world language teacher.

- **Lesson plans from other languages**
  The ODE website has Model Curriculum sample lessons created by Ohio teachers. Elementary teachers are included, but ALL lessons should be perused. Sometimes an excellent lesson was written in French, for example, but could easily be converted to Russian.

- **Visualization** – Use visual support for all target language learning.

### 4. SPANISH

**Songs, Games and Resources**

  Resources for teaching Spanish

- [http://sp.daybydayva.org/Febrero/01](http://sp.daybydayva.org/Febrero/01)
  Songs and Activities for every day in Spanish
- **https://rockalingua.com/songs** - These songs are free from their website to learn expressions in Spanish.

- **http://www.mamalisa.com/?t=e_atoz**
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

  Children’s songs with lyrics and audio recording, games and activities.

- **http://bussongs.com/multicultural-songs.php** -
  Some songs in Spanish; few have video or audio recordings.

- **https://www.youtube.com/watch?v=j7t7_U9s6xs**
  10 Children’s easy songs in Spanish

- **https://www.youtube.com/user/LeoncitoAlado/videos**
  Easy songs in Spanish for children (Kdg -1)

- **http://www.pearltrees.com/phetheryko/portales-juegos-educativos/id16318316?src=cCx1O3MsMDtvLDA7ZCwyMDE3MDMwODE3MTAyMzttLDgyO2UscGF1bGEuc29uZGVqJTQwZWR1Y2F0aW9uLm9oaW8uW8uZ292&mid=5b7a6215ce06f609f8e249751c4597c19e#f1512**
  Pearl Trees – Portales Juegos Educativos for children

- **http://www.educa.jcyl.es/zonasecundaria/en/areas-troncales/ciencias-naturaleza**
  Games and interactive information on science and other topics.

**Videos**

- **https://www.youtube.com/watch?v=8NLThVPQUrK**
  Search for “Basho and Friends Spanish”

- **https://dvcs.infohio.org/search/?videoid=50462**
  InfOhio website with science videos in Spanish. (Change to Spanish)

- **https://www.youtube.com/user/SemillitasTV/videos**
  Preschool and kindergarten videos.
- **http://www.bing.com/videos/search?q=atiempo+preescolar&qpvt=ATiempo+Pre
  sescolar&FORM=VDRE**
  *A Tiempo Preescolar* is a division of Chilean TV studio which has videos of songs and lessons. *Serie de Animación* has some teacher approved videos like “La Tortuga” and “Uno, dos, tres a jugar.”

- **http://www.onceninos.tv/**
  Once Niños TV is a Mexican educational network. Many stories, videos and playlists.

### Curriculum and Lesson Plans

- **http://www.louisianabelieves.com/resources/library/world-languages-immersion**
  Immersion unit plans and resources for Math and Spanish Language Arts.

- **https://sites.google.com/site/arkansasworldlanguages/documents/spanish-resources**
  Resources for Math and Science, some music videos (Lion King, *Kiss the Girl*).

- **http://www.spanish4teachers.org/ElementarySpanishResources.html**
  Free Elementary Spanish Lesson Plans, Powerpoints and Worksheets. (Be sure to scroll down on the page to find resources.)

- **https://www.education.ne.gov/worldlanguage/educator-resources/**
  Nebraska Department of Education website with elementary resources

### Classroom Portals

- **http://www.learner.org/libraries/tfl/spanish/rodriguez/index.html**
  FLES classroom, Grade 4 - In this lesson, students learn vocabulary for fruits grown in Latin America. Using iMovie and PowerPoint technologies to illustrate the fruits, Ms. Rodriguez introduces the vocabulary, then has students practice the new words in full-class and pairs activities. Next, the students taste the fruits and discuss whether they are sweet or sour and whether they like them. In a culminating activity, the students make and eat a big fruit salad.

- **Teaching Foreign Languages K-12 Workshop**
  K-12 foreign language teachers can use this video workshop to deepen their understanding of the standards and improve their practice.

- **http://www.gpbkids.org/salsa**
  Georgia Public Broadcasting - *Salsa*
  42 interactive lessons with reinforcement of concepts across the curriculum.
### Books

  The International children’s library has digital books in many languages that can be downloaded for free.

- [http://www.cuentosinteractivos.org/](http://www.cuentosinteractivos.org/)
  Interactive stories for children

### 5. FRENCH

#### Songs and Videos

- [http://www.mamalisa.com/?lang=French&t=el](http://www.mamalisa.com/?lang=French&t=el)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

  Children’s songs with lyrics and a recording.

  Some songs in French; few have video or audio recordings.

- [https://www.youtube.com/](https://www.youtube.com/)
  Search for “Basho and Friends French”

#### Curriculum and Lesson Plans

- [http://www.louisianabelieves.com/resources/library/world-languages-immersion](http://www.louisianabelieves.com/resources/library/world-languages-immersion)
  Immersion lessons for Math and French Language Arts.

- [https://sites.google.com/site/arkansasworldlanguages/documents/french-resources](https://sites.google.com/site/arkansasworldlanguages/documents/french-resources)
  Math and Science lessons

### Classroom Portals
  French Immersion Classroom, Kdg - In this lesson, students demonstrate their knowledge of body parts. They begin by talking about the chicken pox and reading Marc Brown's story, *Arthur a la varicelle* (Arthur has the chicken pox). Then they sing a song about the chicken pox that names different parts of the body. Finally, students do a cut-and-paste activity, labeling a drawing of a person with words for body parts that they had practiced in the song.

  FLES classroom, Grade 2 - In this lesson, students practice vocabulary for the continents and oceans. They begin by reviewing vocabulary for the solar system, then narrow their focus to planet Earth. Finally, as a class and in pairs, students practice the continents and oceans vocabulary using Total Physical Response and maps.

• **Teaching Foreign Languages K-12 Workshop**
  K-12 foreign language teachers can use this video workshop to deepen their understanding of the standards and improve their practice

### Books

  The International children’s library has digital books in many languages that can be downloaded for free.

### 6. CHINESE

#### Songs

• [http://www.mamalisa.com/?t=ec&c=11](http://www.mamalisa.com/?t=ec&c=11)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

  Children’s songs with lyrics and recordings.

### Curriculum and Lesson Plans
  Ohio’s K-4 curriculum for Chinese

● [https://startalk.umd.edu/materials](https://startalk.umd.edu/materials)
  Curriculum, Assessment Tools, and Lesson Plans for Elementary Chinese Immersion and FLES programs.

● [https://sites.google.com/site/arkansasworldlanguages/documents/chinese-mandarin-resources](https://sites.google.com/site/arkansasworldlanguages/documents/chinese-mandarin-resources)
  STEM resources and vocabulary cards.

### Classroom Portals

  This lesson was filmed with a group of 6th grade students at Novice Low level. The 8 students in this class had three hours of instruction prior to filming this lesson. The lesson is taught entirely in Chinese.

● [https://asiasociety.org/china-learning-initiatives/how-use-teq-series-videos](https://asiasociety.org/china-learning-initiatives/how-use-teq-series-videos)
  Series of videos showing Chinese teachers using best practices.

### Books

  The International children’s library has digital books in many languages that can be downloaded for free.

### Technology

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## 7. JAPANESE

### Songs

● [http://www.mamalisa.com/?t=ec&c=85](http://www.mamalisa.com/?t=ec&c=85)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.
Curriculum and Lesson Plans

Books

  The International children’s library has digital books in many languages that can be downloaded for free.

8. GERMAN

Songs

- [http://www.mamalisa.com/?t=ec&c=38](http://www.mamalisa.com/?t=ec&c=38)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

- [http://www.hello-world.com/German/games/songs.php/?translate=English](http://www.hello-world.com/German/games/songs.php/?translate=English)
  Children’s songs with lyrics and recordings.

  Some songs in German; but no video or audio recordings.

- [https://sites.google.com/site/arkansasworldlanguages/documents/german-resources](https://sites.google.com/site/arkansasworldlanguages/documents/german-resources)
  Disney and other song videos, some with subtitles and translations.

Curriculum and Lesson Plans

- [https://sites.google.com/site/arkansasworldlanguages/documents/german-resources](https://sites.google.com/site/arkansasworldlanguages/documents/german-resources)
  Some STEM resources
Classroom Portals

  FLES Classroom, grade 3 - In this lesson, students review the months, seasons, and German holidays. They practice vocabulary and develop oral and written comprehension while singing songs, solving riddles, and participating in other activities. They also use a Venn diagram to compare the German holiday *Fasching* with Halloween.

  FLES Classroom, grade 5 - 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.

- **Teaching Foreign Languages K-12 Workshop**
  K-12 foreign language teachers can use this video workshop to deepen their understanding of the standards and improve their practice.

Books

  The International children's library has digital books in many languages that can be downloaded for free.

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9. RUSSIAN

Songs

- [http://www.mamalisa.com/?t=ec&c=38](http://www.mamalisa.com/?t=ec&c=38)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

  Children's songs with lyrics and recordings.
### Curriculum, Assessment Tools, and Lesson Plans

- [https://sites.google.com/site/arkansasworldlanguages/documents/russian-resources](https://sites.google.com/site/arkansasworldlanguages/documents/russian-resources)
  Disney songs and others with video and subtitles.

### Books

  The International children’s library has digital books in many languages that can be downloaded for free.

### Italian

#### Songs

- [http://www.mamalisa.com/?t=ec&c=120](http://www.mamalisa.com/?t=ec&c=120)
  Site with many songs in many languages. Includes lyrics and a video or audio recording.

  Children’s songs with lyrics and recordings.

- [https://sites.google.com/site/arkansasworldlanguages/documents/italian-resources](https://sites.google.com/site/arkansasworldlanguages/documents/italian-resources)
  Disney song videos, *A Whole New World* and *Belle’s Song* with lyrics and translation.

#### Curriculum, Assessment Tools, and Lesson Plans

- [https://sites.google.com/site/arkansasworldlanguages/documents/italian-resources](https://sites.google.com/site/arkansasworldlanguages/documents/italian-resources)
  Math lesson plans, Science and History resources.

#### Books

  The International children’s library has digital books in many languages that can be downloaded for free.

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### 11. All Languages

#### Books


  This is a repository of children’s stories from all over the world. Each story reflects the culture of a country.

#### Sample Lessons from Annenberg Learner

- [http://www.learner.org/resources/browse.html?discipline=3&grade=0](http://www.learner.org/resources/browse.html?discipline=3&grade=0)


- [http://www.learner.org/interactives/?disciplines[]=FL](http://www.learner.org/interactives/?disciplines[]=FL)
  
  Lesson plans and instructional strategies for world language teachers. Also includes links to French, Spanish, and ESL video series.

#### Curriculum plans, Expectations, Sample Lessons

- [https://startalk.umd.edu/resources/](https://startalk.umd.edu/resources/)
  Resources on curriculum design, instructional materials, assessment tools, and useful links. Although site is designed for critical languages, materials are relevant and usable by any world language teacher.

  Grade level expectations from the state of Delaware for World Languages

  Curriculum Maps and Unit Plans for elementary programs in Jefferson County, Kentucky.
- [www.readinga-z.com](http://www.readinga-z.com) - free sample readers in several languages
- “google” science experiments de (mx, es, fr, de, etc)

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<th>Geography</th>
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  Quiz on countries of the world |