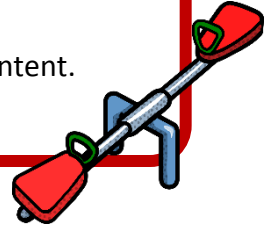


Integrated, Innovative, Inquiry-based Immersion

Presented by Cherice Montgomery, Emily Overvliet, Lily Bueno

KEY CONCEPTS: *How can I make class time feel more like recess?*

- 1) **Contextualize** and enhance input to improve learners' *comprehension* and uptake.
- 2) **Concretize** tasks to strengthen learners' *critical thinking* about abstract academic content.
- 3) **Counterbalance** instruction to support *correct and creative* language production.



PLAYING WITH LANGUAGE & CONTENT

During recess, when and where do learners “play” with...?

Interpretive

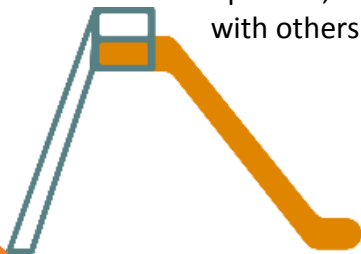
Input: Culturally authentic materials that learners read, listen to, or view to obtain information or perspectives

Interpersonal

Interaction: Social opportunities to move and talk in order to make sense of TL input

Presentational

Output: Creative products created by learners in the TL that required them to integrate language and content to share ideas, opinions, or learning with others



PLANNING A “PLAYGROUND”

How do I plan an integrated, innovative, inquiry-based lesson?

- 1) **Woodchips:** Pick ONE **CONCEPT** you have to teach from an academic content area: _____
- 2) **Bridge:** Identify a related **CONTEXT** that learners experience in their daily lives: _____
- 3) **Slide:** Choose **CULTURALLY AUTHENTIC TEXTS** to introduce the concept.
- 4) **Swing:** **ENHANCE THE INPUT** to improve learners' comprehension.
- 5) **Sandbox:** What **METACOGNITIVE ACTIVITIES** will you use to invite learners to uncover the language and content?
- 6) **Merry-go-round:** Which **HANDS-ON, MINDS-ON ACTIVITIES** will invite learners to critically explore and discuss the language and content?
- 7) **Teeter-totter:** How will you use **COUNTERBALANCED** activities to develop both proficiency and accuracy?
- 8) **Monkey bars:** How will you embed step-by-step **SCAFFOLDING** to help learners progress?

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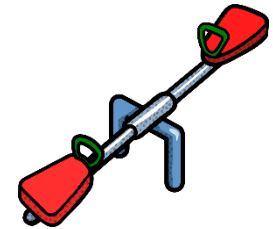
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EQUIPPING THE PLAYGROUND WITH COUNTERBALANCE:

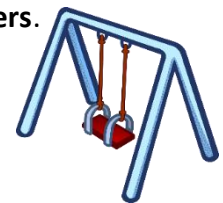
How do I counterbalance a lesson?

- 1) **Noticing:** Use visual cues to draw learners' attention to a language pattern.
- 2) **Awareness:** Help learners discover the rule behind the pattern.
- 3) **Guided Practice:** Give learners controlled, but meaningful practice with the pattern.
- 4) **Communicative Practice:** Ask learners to use the pattern in a meaningful context in open-ended ways.
- 5) **Corrective Feedback:**
 - Cue the learner that there's a problem.
 - Wait for the learner to try again.
 - If the learner can't fix the mistake, give two options.



POST PLAYGROUND RULES: *How do I conduct effective pair-share activities?*

- 1) Establish clear routines and procedures using the modeling cycle: I do, we do, you do, we all do.
- 2) Give clear instructions for partnering, moving, discussing, and sharing answers.
 - Switch partners.
 - Listen to the prompt.
 - Talk to your partner. [A: Ask.... B: Answer....]
 - Share to the group.



SURVEY FOR SAFETY: *How counterbalanced is your lesson?*

	Yes	No
1) Noticing: Do learners read culturally authentic texts and explore features of the target language and academic content within that meaningful CONTEXT ?		
2) Awareness: Do learners engage in CONCRETE, hands-on activities during which they discover language patterns and articulate related rules?		
3) Guided Practice: Do learners use targeted language patterns to think CRITICALLY about academic content?		
4) Communicative Practice: Do learners CREATE content-related ideas in TL?		
5) Corrective Feedback: Do learners give & receive CORRECTIVE FEEDBACK ?		

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