

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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Spring 1990

Bienvenue—À la Soirée Française

*Marion Slamowitz
Cincinnati Public Schools
Carthage French Bilingual School
Cincinnati, Ohio*

The best way to demonstrate what it means to be bilingual and to generate student, staff, parent, and community enthusiasm for second language learning is to plan a special event. Since the second language of our school is French, *Bienvenue à la Soirée Française* was the theme of our special program. Here are eleven basic steps we followed to prepare for and to carry out our event. This information can be adapted to any language or instructional level.

Step One—Needs Assessment: To plan an effective program first determine the needs of those who will attend the event. Students need active involvement to enjoy themselves and to internalize the activities. The staff needs to be able to contribute its creative talents. Two attractions for parents are the student performance and the food. A community wants to render support and feel that it is included in school events. All of those involved want the best for the students.

Step Two—Projection Figure: First, project an attendance figure for the event. A formula that works for us is to divide the school's enrollment figure in half and then add on one-half of that figure. For example, our school enrollment is approximately four hundred, divided by two equals two hundred, plus one-half of that figure (for the adults who accompany the children) equals three hundred. In addition, a flyer is sent home with a form, to be returned to the school if attending, as an additional estimate of the attendance.

Step Three—Logistics: Next, consider the logistics of the event, where it will be held and when. For example, our school held its *soirée* on March 14, 1989 to celebrate its 10th anniversary as a French bilingual school. A consideration in choosing the date is the weather. It is best to choose a time of the year when there is less danger of inclement weather. The school building is an appropriate place for the celebration, but logistically the event needs to be mapped out. For example, three hundred people exceed the capacity of our cafeteria for dinner, so we used the entire first floor of the building. Tables and chairs were set up in the cafeteria and hallway with space for walkways. This setup required the custodial staff to move

furniture from other areas of the building to this space. The desserts and beverages were set up in the teachers' lunchroom and the cultural activities were held in classrooms. Accommodation for parking must also be considered. For our event, two parking attendants helped direct vehicles.

Continued on page 7

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

SUMMER WORKSHOPS

June 11-July 6: Fourth Summer FLES Institute. Iowa State University, Ames, IA. For application or further information, contact: Dr. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 18-July 13: Methods for Teaching Foreign Languages in the Elementary School. Concordia College, Moorhead, MN. Carol Ann Pesola, Coordinator. For application information, contact:—Office of Admissions, Concordia College, Moorhead, MN 56560. For grant information for German teachers, contact: Helene Zimmer-Loew, AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

July 8-14: National FLES* Institute. University of Maryland, Baltimore County. For further information and application, write: Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, UMBC, Baltimore, MD 21228 (301-455-2109).

July 9-August 3: Teaching Foreign Languages to Young Students (K-8) A Summer Institute. Teacher's College, Columbia University, New York, NY. Coordinator, Mari Haas, Teacher's College, Columbia University, 525 W. 120 St., Box 11, New York, NY 10025 (212-678-3817). Session includes two weeks travel in Mexico or Quebec. Session also available July 9-July 20 without travel.

Conferences Editor: Jane G. Graveen

Notes from Washington

Congress Introduces Two FLES Bills

On February 28, 1990, Representative George Sangmeister (D-IL) introduced HR 4144, the Global Elementary Education Act. He noted that, while foreign language training often begins in elementary school in Asia and Europe, only 17% of U.S. public elementary schools offer any form of language instruction. "By not bothering to learn about the language, culture, and geography of our major trading partners," Sangmeister told members of Congress during a floor statement, "we are losing our ability to compete in a global society."

HR 4144 contains four provisions to enhance the teaching of foreign languages and international studies in the elementary grades: (1) \$22 million for matching funds to states to establish summer institutes to train and retrain elementary school teachers in the areas of foreign language and culture, geography, and international studies; (2) \$10 million for grants to institutions of higher education to develop model programs in preservice elementary teacher education in the area of foreign languages, geography, and international studies; (3) a new exchange program, authorized at \$20 million, for elementary teachers to study abroad, with priority given to nontraditional language study sites and teachers who have never been abroad; (4) the last provision allows the development and dissemination of foreign language and culture instructional materials. Authorized at \$6 million, the fourth provision funds the development and dissemination of such things as children's literature in foreign languages, videotapes, computer software, and teachers' instructional kits. It would also support the expansion of technology in the elementary school foreign language classroom.

HR 4144 currently has 45 cosponsors. At a recent address to the JNCL-NCLIS Delegate Assembly, Sangmeister stated that he would like to have 100 cosponsors by the end of May. He urged the public to write to their representatives and ask them to sign on. (Please write to your representative at: U.S. House of Representatives, Washington, DC 20515.)

Congressman Gary Ackerman (D-NY) also introduced, on March 29, a bill regarding elementary school foreign language instruction. With 35 cosponsors, House Concurrent Resolution 294 expresses the sense of Congress "that foreign language instruction should begin at the elementary school level."

Additionally, the resolution calls upon state and local education agencies to implement elementary school foreign language programs, supports the policy statements of the National Governors' Association regarding early language learning, and supports the establishment of a blue ribbon commission to examine elementary school foreign language education in the United States.

The resolution further recommends that such a commission should focus national attention on the need for foreign language education; on the identification of necessary recruitment, education, and support services for language educators; on the development of a research agenda; and on the development of guidelines for establishing elementary school programs and articulating them with upper-level language curricula.

For further information on the status of this legislation, contact the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS); 300 Eye St., NE; Suite 211; Washington, DC 20002 (202-546-7855).

**Funding Information and New Legislation Editor:
Jamie B. Draper**

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St. NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St. Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is \$8/year (\$12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 20914, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue-May 1; winter issue-Nov. 1; spring issue-Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Resources

Teachers: Please submit directly to the appropriate Resources editor any materials you would like considered for review. Other materials for review may be sent to the FLES NEWS editor.

Harper, J., & Lively, M. (1989). *HOTSuff for teachers of French—a manual of units of instruction incorporating higher order thinking skills*. Hurst, TX: Tarrant County Junior College Northeast Campus, 828 Harwood Road, Hurst, TX, 76054 (817-656-6680).

Jane Harper and Madeleine Lively have developed a program that centers on incorporating language and higher-order thinking skills (HOTS) for beginning language students. *HOTSuff* is available in English, Spanish, and German, as well as French, and should be available in Japanese soon. The manual includes twelve units, each of which is divided into four components: Total Physical Response (TPR) activities, higher-order thinking skills activities, suggestions for evaluation, and materials. In the French program, TPR activities include all the commands needed to introduce the vocabulary of the unit as well as invaluable examples of "teacher talk," the sort of talk surrounding an activity that teachers use to develop comprehension. The HOTS activities stimulate thinking skills such as comparing, synthesizing, decision making, classifying, making associations, etc. Each activity is carefully described and includes sample questions for the teacher, and later, for the students. Among the topics covered in the French manual are colors, shapes, parts of the body, clothing, parts of the face, the family, rooms of the house, food, buildings, and transportation.

Clarke, A., Leder, G., Rautins, R., Dove, J., & Mangi, P. (1990). *Aventures*. Lincolnwood, IL: National Textbook.

This attractive early language program for French consists of a student's book with appealing illustrations in full color, a workbook, a teacher's manual, flashcards, cassettes, and hand puppets. The two levels of the program are designed for children in elementary or early middle school. A good range of topics and structures are included—from identifying classroom objects, talking about toys and colors, to selecting clothing and expressing likes and dislikes. The students' book and the workbook are entirely in French; the language is simple, clear and frequently reinforced. The program stresses small group work, manipulatives, whole body activities, and songs. Three characters, Galaxo, Lutin, and Catina, provide continuity as they reappear throughout the student's book and the workbook. This program seems to be flexible enough for teachers to supplement and expand if they so desire.

French Education Project at Louisiana State University. (1989). *Kit ou Double*. Baton Rouge, LA: Louisiana State University. [Available from French Education Project, 202 Peabody Hall, Louisiana State University, Baton Rouge, LA 70803 (504-388-6662). \$15.00, plus \$3.00 for handling and postage.]

This binder, full of excellent ideas for teaching French to elementary school children, was developed by the French Education Project at Louisiana State University with help from the French Cultural Services. American, French, and Belgian

teachers worked together to create this unique teaching aid. *Kit ou Double* is not a textbook, but a series of well thought-out and intelligently presented activities, games, and songs that are organized around themes (numbers, the family, food, animals, etc.). Particularly useful are the examples of teacher talk in French that accompany the suggestions for activities. These are colloquial and use "natural" language.

Teachers are encouraged to integrate *Kit ou Double* into their established curriculum or to use it as a point of departure for their own creative ideas. Each topic includes a number of activities, songs, and visual aids, which are packed in see-through plastic pockets. All pictures are reproducible. There is a cassette which includes the songs in the binder and a teacher's guide in French and English. *Kit ou Double* could be used very effectively in all levels of elementary school language classes.

French Resources Editor: Myriam Chapman

Continued on page 5

Activities for Your Classroom

Teachers: Please submit a favorite classroom activity for publication in FLES NEWS by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Classroom Activities Editor, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.

- Title:** Copy Cat
- Objective:** To practice giving and receiving commands and applying vocabulary.
- Procedure:** Have students line up in two teams. Whisper to the first student in each line the same command. Students whisper the command to the next student in line. The last student in each line performs the command that he/she hears.
- Variations:** More than one command may be given. Ex: Stand up and open the door.
- The last student may say the command that she/he heard.
- Use vocabulary items instead of commands. The last student chooses the picture that describes what she/he hears or says the word aloud. Later, students may write the word they hear.
- Contributor:** Curriculum Committee of the FLEAMS Project
Dr. Eleanor R. Hoffman, Project Director
Department of Foreign Languages and Literatures
University of Denver
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Classroom Activities Editor: Donna Grundstad

An Integrated Approach: Teaching Physical Education and Healthful Living Concepts through Second Language

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We are happy to publish this article on a collaborative project between a classroom teacher and a university professor. This project is an example of action research—research that will have an immediate and direct impact on classroom practices. Teachers interested in learning more about researching classroom issues will find the two books on research listed in the references to be very informative.

Research Editor: Elsa Statzner

Utilizing content-based instruction is becoming a widely discussed way of integrating a second language with content learning. This is accomplished by providing foreign language activities that are based on the subject area of the elementary school curriculum. The areas of mathematics, science, and social studies are most often seen as examples of curriculum areas suitable for content-based instruction. The purpose of this study was to show that Healthful Living and Physical Education content can also be taught through a second language within one lesson. A teacher-created, action research experiment tested this notion.

Action Research

In Table 1, under the categories of Healthful Living and Physical Education, are listed a few of the competencies in the *Teacher Handbook, Grades K-3, State Department of Public Instruction, North Carolina Competency Based Curriculum*.

Table 1.

<u>Healthful Living</u>	<u>Physical Education</u>
Identify and move body parts.	Identify and move body parts.
Name foods that are good for your health.	Name and demonstrate a locomotor skill such as walking, hopping, and jumping.
Participate in a recreational dance.	Demonstrate movements in a simple dance.
Name family members.	Role-play different family members.

The following lesson demonstrates how some of the goals and objectives of Healthful Living and Physical Education could be met in one class period of second language instruction.

The Class

Title: The Family, Emotions, and Body Parts

Objectives: Students will be able to:

1. Identify immediate family members.
2. Identify and demonstrate the emotions of sadness and happiness through role-play activities.
3. Identify nine body parts and demonstrate their movements.
4. Perform a simple dance.

Materials: Flash cards with pictures of family members, Mr. Potato Head, cassette player and music cassette, classroom materials.

Setting: Kindergarten classroom. Only the target language (Spanish) was spoken in a fifteen-minute class period. The regular classroom teacher remained in the room.

Procedure: The second language teacher entered the classroom singing a greeting song. The teacher also talked about the weather, and the students responded with phrases related to the conditions of the weather that day.

The first major activity consisted of the teacher asking the students *¿Cómo estás* (How are you)? Students answered, *alegre* (happy) or *triste* (sad). Some students were able to answer in a complete sentence, *Estoy alegre* (I am happy), or *Estoy triste* (I am sad). Selected students role played being happy or sad. The class members identified the emotions that the students demonstrated. Next, the teacher brought out flash cards of family members and, while pointing, asked the students, *¿Quién es* (Who is he)? The students responded, *Papá* (Dad). Then the teacher asked, *¿Cómo está papá* (How is Dad)? Students responded *alegre* (happy). A review of the family members continued with identification of each member and a song about the family.

In the next activity, the teacher commanded the students, *Levántense* (stand up). *Vamos a jugar Simón Dice* (Let's play Simon Says). Commands and body parts were reviewed. For example, *Simon dice toca la nariz* (Simon says touch your nose.) Then the students stood and moved to a "body parts" song.

In the last activity, the children danced to a song named *Pitazo* (train whistle). They rhythmically jogged in place, jumped, and made the sound of a train whistle. The teacher sang *Adiós, hasta luego* (Good-bye, see you later), and the students sang their reply.

Integrated Approach from page 4

Evaluation

Three educators knowledgeable in Spanish observed five separate Kindergarten classes with a total of eighty-one children. Six to eight children per class were observed by each evaluator. Correct verbal or physical responses in each activity were tallied as positive responses. Nonresponses or incorrect responses were tallied as negative responses. The results of these observations are shown below:

Table 2.

Competency Area	Responses	
	Positive	Negative
Emotions	49 60.49%	32 39.51%
Family members	60 74.07%	21 25.93%
Body parts	67 82.27%	14 17.23%
Rhythmic <i>pitazo</i>	78 96.30%	3 8.70%

Conclusions

The FLES teacher was able to integrate four concepts each of Healthful Living and Physical Education into a 15 minute lesson. The positive response rates for the activities of emotions, family members, body parts, and rhythmic activity, respectively, indicate the comprehension of Physical Education, and Healthful Living concepts in the second language (see Table 2).

Where there was active involvement by the students attention seemed to increase, as indicated by the higher percentage of "yes" responses for the body parts activities, including the final rhythmic activity. The first two activities involved oral responses, often made in complete sentences. The nature of the activities, as well as the order of presentation in the lesson, could have affected the rates of response in either a positive or a negative direction. A positive and active learning environment appeared to enhance language acquisition.

References

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- Hopkins, D. (1985). *Teacher's guide to classroom research*. England: Open University Press.
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- Teacher's handbook for second language studies, K-12*. Raleigh, NC: North Carolina Department of Public Instruction, Division of Second Languages; Room 215 Education Bldg., 116 W. Edenton St., Raleigh, NC 27603-1712.
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- Teaching Methods Editor: Audrey Heining-Boynton
- Resources from page 3**
- Positive Attitude Posters*, Economics Press, 12 Daniel Road, Fairfield, NJ 07006.
- Are you interested in motivating your students as well as encouraging positive attitudes? Economics Press offers Spanish Language Positive Attitude Posters by Ted Key, creator of Hazel. The illustrations are full color and are humorous and eye-catching. The messages are short but meaningful. For example, a recent poster stated that hard work today would pay off in benefits tomorrow.
- Since the posters are designed to be displayed and changed frequently, they are available by subscription only. For a one-year subscription of 26 posters (14 by 22 inches) the cost is \$89.31, including shipping and handling. Two different posters are shipped every four weeks. A poster frame is available for an additional \$9.95, plus shipping and handling.
- Müller, K. E. (Ed.). (1989). *Languages in Elementary Schools*. New York: The American Forum, 45 John St. Suite 1200, New York, NY 10038. (\$17.00, plus \$2.00 shipping and handling.)
- Languages in Elementary School* is a comprehensive, thorough, and up-to-date resource book. It serves as an excellent guide to those already involved in elementary foreign language instruction as well as to school districts, parents, and administrators who seek rationale for programs or answers to questions regarding initiation and expansion of elementary school foreign language programs.
- Some of the topics included in this book are the ages and learning stages of children and their implications for foreign language learning; creating effective foreign learning environments in elementary classrooms; expanding second language instruction to low achievers and the handicapped; and policy and curricular implications of expanding language education in elementary schools.
- Languages in Elementary Schools* is the result of a project carried out by the National Council on Foreign Language and International Studies. The preparation of the book was guided by a national steering committee of experts in the field of elementary school foreign language instruction.
- Spanish Resources Editor: Barbara McDonald

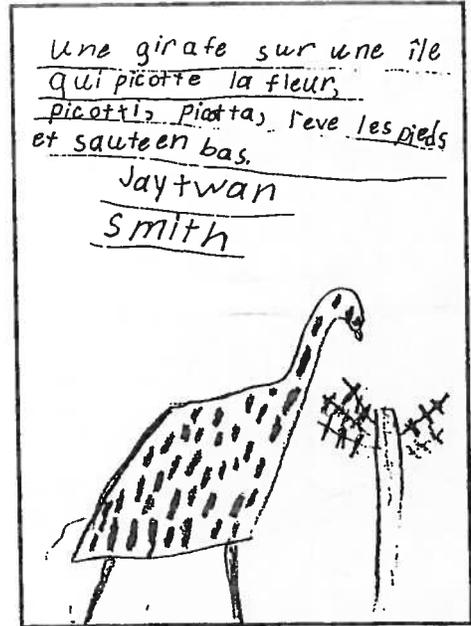
Children's Classroom Creations

FLES NEWS would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.



Kristin
 Vater und Sohn sitzen am Tisch. Eine Wespe sitzt auf der Wurst vom Sohn. Er will die Wespe mit einer Serviette töten.

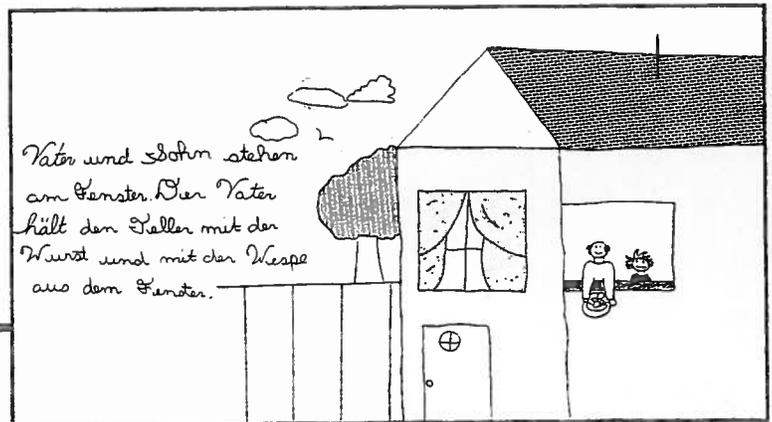
Kristin Schade, 5. Klasse
 Fairview Deutsche Zweisprachige Schule



Une girafe sur une île
 qui picotte la fleur,
 picott!, piotta, lève les pieds
 et saute en bas.

Jaytwan
 Smith

2nd Grade
 Mt. Washington School



Vater und Sohn stehen
 am Fenster. Der Vater
 hält den Teller mit der
 Wurst und mit der Wespe
 aus dem Fenster.

Kim Roberts, 5. Klasse
 Fairview Deutsche Zweisprachige Schule

De Cristal Rahn
 El escuela Hartwell
 5º grado



Para celebrar "La Semana Hispana" fuimos a La Plaza Fuente.
 Me gusta El Baile: "El Manicero."

Courtesy of Cincinnati
 Public Schools

Soirée Française from page 1

Step Four—Schedule: Plan a schedule for your event to make sure it will run smoothly. Our plan was: dinner, 6:30-7:15; cultural activities, 7:15-8:00; and entertainment and awards, 8:00-8:30.

Step Five—Committees: Establish the major committees for the event, such as dinner, cultural activities, entertainment, and decorating. Circulate a memo asking staff and parents how they would like to be of assistance. Conduct a meeting for volunteers explaining their responsibilities, and send an instruction sheet to those who are unable to attend the meeting. Since our school is bilingual, we divided the assistance by languages. The English teachers were asked to sign up for salad preparation and the French teachers for dessert preparation. The lunchroom manager and staff offered to prepare the main entrée. The dessert was prepared the day before, and the rest of the menu was prepared after school on the day of the event.

Step Six—Decorations: All decorations were blue, white, and red from paper tablecloths to floral arrangements. French posters, flags, and computerized banners hung around the building. Streamers and helium balloons accented the decor in the cafeteria. Cut-out dolls wearing berets joined hands in the cafeteria windows.

Step Seven—Budgeting: Our goal was to attract as many of our student population and their families as possible. Therefore, we kept the cost of the dinner tickets extremely low. We charge \$2.50 per adult and \$1.50 per child under twelve. A cut-off date for purchasing dinner tickets should be clearly stated in a letter. It is important to emphasize that no money will be accepted on the evening of the event. Two door attendants were necessary to collect the tickets. The approximate costs for the event are: food, \$400; decorations and paper goods, \$100; printing of tickets, programs, and awards, \$80; flowers and vases, \$60; and frames for awards, \$35. An accurate record of deposits and expenses was kept throughout the preparations.

Step Eight—Dinner: The dinner consisted of a famous French meat dish, *boeuf bourguignonne*; a French salad, *salade niçoise*; French bread, *le pain français*; a French dessert, *crepes*, (plain, strawberry, grape, or powdered); and beverages, *boissons*, orange drink, coffee, or hot tea. The lunchroom manager was a great help in converting the recipes into large quantities. A high school mime troupe entertained during dinner, and our graduating class, dressed as mimes, carried the food trays to the tables. The preparation of the crepes was used as a side show. Adult volunteers took the beverage and dessert orders and cleaned up afterwards.

Step Nine—Cultural Activities: There were three cultural activities that night: art, song, and dance, and there was also a slide presentation. The participants attended each activity for fifteen minutes. They followed a schedule according to the color of ribbon on the flower vase at their tables—*bleu* (blue), *blanc* (white), or *rouge* (red). These colors match the colors on the classroom doors, thereby avoiding overcrowded classrooms. In the room labeled *Beaux Arts* (Fine Arts) there was a make-and-take activity: a paper *fleur-de-lis*. In *Chansons* (Songs) the instructor was dressed as a can-can dancer and taught the dance steps for the can-can. The younger students particularly enjoyed this activity. In *Presentation*, slides of all the students learning French in their classrooms were shown. "Come see your child in action!" was the theme for this part of the program.

Step Ten—Entertainment: At 8:00 everyone gathered in the gymnasium, which is also used as an auditorium. The students performed a variety of authentic songs, dances, and an instrumental program. Introductions were made in both French and English. Thirty-four framed awards were presented to *Friends of Foreign Language*. Recipients included a former principal, parent volunteers, the press, and teachers who have participated in the program since its inception. The program was

Continued on page 8

NOTICE: This is the last issue in your subscription (all subscriptions run from September through May). Send in your check and order form below for a 1990-1991 subscription. You may make copies of this order form for your colleagues. **Renew now so you don't forget!**

Subscription Order Form (1990-1991) FLES NEWS, National Network for Early Language Learning (NNELL)

Please send me a one-year subscription to *FLES NEWS*. I am enclosing my check for \$8.00. Overseas rate is \$12.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State: _____ Zip: _____

Check whether this address is Home School

Check here if this is a renewal.

Mail check and this order form to: Gladys Lipton, Treasurer, National Network for Early Language Learning,
P.O. Box 4982, Silver Spring, MD 20914.

Soirée Française from page 7

short and served the purpose of encouraging volunteerism in our school.

Step Eleven—Gratitude: The project coordinator and the school principal sent letters of thanks to all who helped make the event a success. The collective efforts of almost all of the staff and the sixteen parent volunteers represent a shared sense of pride in the culture of the target language and a dedication to our number one priority—our bilingual students. Bravo to the enthusiasm of the school community!

Publicizing FLES Editor: Carolyn Andrade

Resources from page 5

Bednarik, R. (1977). *Mein erstes Deutschbuch: Arbeitsbuch für den Sprachunterricht fremdsprachiger Schüler*. Federal Republic of Germany: Diesterweg. (Available from Continental Book Company, 80-00 Cooper Ave., Bldg. #29, Glendale, NY 11385. The workbook, #3-425-01464-1, is \$13.80, plus \$2.50 postage.)

As a supplemental workbook *Deutschbuch* is a very useful resource for the elementary school German classroom, especially for students in grades 2-5. Everyday vocabulary for home, clothing, body parts, and school are introduced, as well as colors, shapes, and several verbs and adjectives. The workbook activities are presented in black and white-line drawings and include writing, drawing, cutting, and pasting. All instructions are in German and are easy to follow. The workbook activities are not just copying exercises, rather they are content-oriented and involve the use of thinking skills.

German Resources Editor: Patricia Pillot

Marcia H. Rosenbusch, Editor
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