

Best Practice Plans Made by Language Teachers, For Language Teachers



101 Reasons to get Mango Classroom

When you get Mango Classroom, you don't just get a language learning program built on our proven conversation-focused methodology. You also get access to additional teacher resources that help round out your curriculum, **including our Guide to Best Practices containing 101 lesson plans for language classrooms.**

Based on well-known education practices and themes such as Bloom's Taxonomy and Depth of Knowledge (DoK), these lesson plans were created by former teachers to support different styles of classroom learning.

One-on-One Instruction

Teacher to student positive interactions, differentiated instruction and meets the needs and pace of each unique learner.

FEATURED LESSON: K.I.M.

Students use the provided printable worksheet to write a keyword, info about or definition of that word, and sketch a memory clue for each word.

K.I.M. (Keyword. Information. Memory)

Activity Category:	One-on-One Instruction
Materials:	K.I.M. Worksheet/K.I.M.S. Worksheet for Advanced Learners, pencil
Time:	20 minutes
Bloom's Taxonomy Tier:	Understanding
DOK Level:	Level Two
Rubric:	None

Procedure
1. Teacher prints either the K.I.M. worksheet or K.I.M.S. worksheet.
2. Teacher assigns essential/key vocabulary words for students or, has students pick words from their daily review that they are struggling with to complete this activity.
3. On their sheet, students write the key word (K), important information about the word/definition (I), and sketch a memory clue (M) for each word.

Adaptation for Novice Language Learners:
For novice language learners, leave out the "Information" section. Instead, students only complete the key word and memory sketch.
For example: Keyword - "Bazaar". Memory - a picture of a fruit stall outside.

Move and Mingle

Activity Category:	Social Emotional Learning
Materials:	Music and speakers
Time:	10-20 minutes
Bloom's Taxonomy Tier:	Applying
DOK Level:	Level Two
Rubric:	None

Procedure
1. Teacher instructs that students should begin walking around the room.
2. Teacher plays music while students are walking. Play music in the target language.
3. When the music stops, students pair up with the person closest to them.
4. The teacher gives a discussion prompt.
a. Talk about your family.
b. Where would you like to travel and why?
c. What is your favorite hobby? Why? Who do you like to do it with?

Social Emotional Learning

Provides students opportunities to build healthy self-identities, create & achieve personal goals, and engage positively with others.

FEATURED LESSON: MOVE AND MINGLE

Students walk around the room to music. When music stops, students converse with the person nearest them via a teacher discussion prompt.

Small & Whole Group Instruction

Promotes scaffolded active learning time for students working toward a common learning objective, and supports student-led activities and discussions.

FEATURED LESSON: COLLABORATIVE BOOK

After completing a Mango chapter, students are put into groups of 2 to 4 and create a book or digital presentation together about the chapter's content.

Collaborative Book

Activity Category:	Small and Whole Group Instruction
Materials:	Online presentation software (Google Slides, PowerPoint, etc.)
Time:	60-120 minutes
Bloom's Taxonomy Tier:	Creating
DOK Level:	Level Four
Rubric:	Collaborative Book Rubric

Procedure
1. Upon completion of a chapter in Mango Languages, students will be put into groups of two to four, and create a book detailing a story while also relating their understanding of the content. a. For example: If the food and drink chapter was just completed, students would create a book about going to a restaurant and detail the conversation between the guest and the waiter.
2. Students will work collaboratively within an online presentation software to create their book in accordance with the rubric .
3. Once their book is created, students will record themselves reading their book and submit to the teacher, or present to the class.

Adaptation for Novice Language Learners:
For novice language learners, each student should be in charge of creating one page independently for the book. Most of their presentation should be in the target language, although sentences will be less complex.

Adaptation for Intermediate Language Learners:
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Fishbowl

Activity Category:	Classroom Discussion Strategies
Materials:	Paper, pencil (optional)
Time:	30 minutes
Bloom's Taxonomy Tier:	Analyzing
DOK Level:	Level Three
Rubric:	None

Procedure
1. Arrange chairs in a circle and then have three to five additional chairs in the center of the circle.
2. Divide students into two groups - the fishbowl group (three to five students) and the observers (the rest of the class).
3. The students in the fishbowl group take their seat in the middle of the circle, and the observers take their seat in the outer circle.
4. The teacher presents a discussion/debate/role-play prompt to the students in the fishbowl group.
5. While the Fishbowl is engaged in discussion, the group of observers can take notes (optional) or simply observe the activity taking place within the fishbowl.
6. At the conclusion of the Fishbowl activity, students from the observation group offer feedback, summarize the activity or take the reverse role.

Adaptation for Novice Language Learners:
For novice language learners, consider using the Fishbowl activity as a chance for students to discuss their learnings on cultural differences, and allow the conversation to take place using their native language.

Adaptation for Intermediate Language Learners:
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Classroom Discussion Strategies

Strengthens communication skills between peers and offers open-ended opportunities for students to practice problem-solving for deeper comprehension.

FEATURED LESSON: FISHBOWL

Students arrange chairs in an exterior circle and an interior circle of chairs in the center. The teacher gives the center group a debate or role play prompt, and the exterior circle must observe and give feedback.

Project and Problem-Based Learning

Encourages students to use critical thinking skills to learn their target language by problem solving with peers.

FEATURED LESSON: WELCOME, EVERYONE!

Students are asked to brainstorm and create ways to help newcomer students navigate their new school environment.

Welcome, Everyone!

Activity Category:	Project and/or problem based learning projects
Materials:	Paper, pencil, art supplies
Time:	45-60 minutes
Bloom's Taxonomy Tier:	Evaluating
DOK Level:	Level Four
Rubric:	None

Procedure
1. Explain to students that they will be creating resources or language tools to newcomer students and families to help them navigate their new school environment.
2. Discuss challenges newcomers may face upon arrival at a new school in the United States where English is the primary language (examples may include: reading the lunch menu, reading hallway signs, school sports/clubs, etc.).
3. Students can work together in groups to brainstorm different ways to help newcomers successfully navigate through the school day with minimal assistance.
4. Students can translate the school lunch menu, record short videos in the target language to explain school activities and events, add signage in the hallway in the target language for newcomers to read independently, etc.

Adaptation for Novice Language Learners:
For novice language learners, students can work in small groups to problem-solve one solution to help newcomers manage their day using the target language. Their solution can be single word labels or short phrases in the target language.