No/Low Tech to High Tech Options for World Language

Providing no and low-tech options for students does not require teachers to reinvent the wheel, just like infusing technology does not require teachers to reinvent the wheel. The key is in thinking how items can be repurposed to meet the technology needs of our students. More resources about how to infuse technology and how to reduce technology requirements can be found on the [Maine Continuity of Learning – World Language](https://www.maine.gov/doe/continuityoflearning/wl) page.

The tasks below have been compiled to serve as examples for how teachers can provide world language learning opportunities for students with no access or minimal access to technology. High tech options have been included in order to help teachers see how tasks can be repurposed. There are several limitations to this document that need to be pointed out:

* This is a list of isolated tasks. Completing each task will not ensure language learning. These tasks should be incorporated into a purposeful unit and lesson. In addition, they can serve as an example for teachers to adapt their own tasks to require no or low-tech for their current units and lessons.
* Some tasks on this list will require introduction of new material, scaffolding, or conversational gambits in order to help students interpret and produce in the target language.
* This document is organized into the three modes of communication:

[Interpretive Tasks](#_Interpretive_Tasks)

[Interpersonal Tasks](#_Interpersonal_Tasks)

[Presentational Tasks](#_Presentational_Tasks)

Within these modes of communication are tasks that connect with other content areas, the realities of our current lives, and cultural understanding of one’s own culture and the culture of others. By click on the links above, you will move directly to that section.

* The high tech tasks offered here fall along the continuum of infusing technology.
* Low tech is defined as: Non-mechanical such as crafts and tools
* This document is a work in progress and will be periodically updated. A date and time stamp can be found in the bottom left corner of this document.

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## Interpretive Tasks

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Span/Proficiency | | | |
|  | Novice | Intermediate | Technology Required |
| PK-2 | * Read a book or poem (Fiction or Non-Fiction) * Simon says: point to an action on the list provided and have kids perform it. * Color game: pull a color from a hat and have kids find objects in the house that have that color. * Sensory scavenger hunts. Find 6 objects that have a similar property: are X color, that are X shape, that have a smell, that are hard, soft, etc. |  | No Tech/Low Tech |
| * Interpretive Listening (Fiction) <https://www.gpb.org/salsa/goldilocks-and-the-three-bears> (Spanish) * Interpretive Listening/Reading (Fiction) <https://www.youtube.com/watch?v=_l5dQblUt3c> (Spanish) * Sing with your kids (French):   [Savez vous plantez les choux](https://www.youtube.com/watch?v=N1VASpNwqO8)  [Tête, Epaux, Genoux, et Pieds](https://www.youtube.com/watch?v=wS1uofMBNoA)  [Dans la ferme de Mathurin](https://www.youtube.com/watch?v=4XoGI0E2xcY)  [Y’avait des crocodiles](https://www.youtube.com/watch?v=JRhUNKioNFg) |  | High Tech |
| 3-5 | * Read a book, article, or poem (Fiction or Non-Fiction) | * Read a book, article, or poem (Fiction or Non-Fiction) | No Tech/Low Tech |
| * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | High Tech |
| 6-8 | * Read a book, article, or poem (Fiction or Non-Fiction) | * Read a book, article, or poem (Fiction or Non-Fiction) | No Tech/Low Tech |
| * Interpretive Listening (Phys. Ed) <https://www.youtube.com/watch?v=xcezx_BIfEk> (French) * Interpretive Listening (Art) <https://www.youtube.com/watch?time_continue=65&v=YO7TS6uqya8&feature=emb_logo> (French) * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | High Tech |
| 9-12 | * Read a book, article, or poem (Fiction or Non-Fiction) | * Read a book, article, or poem (Fiction or Non-Fiction) | No Tech/Low Tech |
| * Listen to a segment of a podcast with a transcript or visuals to support comprehension * Interpretive Listening (Phys. Ed) <https://www.youtube.com/watch?v=xcezx_BIfEk> (French) * Interpretive Listening (Art) <https://www.youtube.com/watch?time_continue=65&v=YO7TS6uqya8&feature=emb_logo> (French) * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | * Listen to a segment of a podcast in the target language * Interpretive Listening (Cultural Practices/Products) <https://www.youtube.com/watch?v=jvoUa7RVbA0> (Spanish) * Interpretive Listening (Fiction)   <https://www.youtube.com/watch?v=b7YEzUbbFnY> (French)   * Interpretive Listening (Cultural Product) <https://www.youtube.com/watch?v=7qks5cpm5tk> (French) * Interpretive Reading (non-fiction) <https://newsela.com/rules/spanish> (Spanish) | High Tech |

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## Interpersonal Tasks

|  |  |  |  |
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| Grade Span/Proficiency | | | |
|  | Novice | Intermediate | Technology Required |
| PK-2 | * Simon says * Color game: say a color from a hat and have kids find objects in the house that have that color. * Play a card game * Write letters, cards, or draw pictures to first responders/essential workers to thank them for what they do to help people. |  | No Tech/Low Tech |
| * [Kahoot](https://kahoot.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. |  | High Tech |
| 3-5 | * Simon says * Play a card game * Write letters, cards, or draw pictures to first responders/essential workers to thank them for what they do to help people. | * Write letters, cards, or draw pictures to first responders/essential workers to thank them for what they do to help people. | No Tech/Low Tech |
| * [Kahoot](https://kahoot.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | * [Kahoot](https://kahoot.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | High Tech |
| 6-8 | * Write letters, cards, or draw pictures to first responders/essential workers to thank them for what they do to help people. * Play a card game | * Write letters or design cards to first responders/essential workers to thank them for what they do to help people. | No Tech/Low Tech |
| * [Kahoot](https://kahoot.com/) * [Gimkit](https://www.gimkit.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | * [Kahoot](https://kahoot.com/) * [Gimkit](https://www.gimkit.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | High Tech |
| 9-12 | * Play a card game * Write letters or design cards to first responders/essential workers to thank them for what they do to help people. | * Write letters or design cards to first responders/essential workers to thank them for what they do to help people. | No Tech/Low Tech |
| * [Kahoot](https://kahoot.com/) * [Gimkit](https://www.gimkit.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | * [Kahoot](https://kahoot.com/) * [Gimkit](https://www.gimkit.com/) * Record an audio or video for your students and ask questions for them to respond to through a variety of means. | High Tech |

## Presentational Tasks

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| --- | --- | --- | --- |
| Grade Span/Proficiency | | | |
|  | Novice | Intermediate | Technology Required |
| PK-2 | * Use a potato, sponges, or bird feathers to paint. Describe the colors used or the image(s) created. * Cardboard/Found object construction. Have kids create a masterpiece. Describe the masterpiece. * Gather materials from around the house/yard and have students sort them into groups based on similar characteristics * Draw and describe what the weather looks and feels like for several days in a row (e.g., sunny, cloudy, windy, rainy, snowy, stormy) * Walk around your neighborhood or a local park and take pictures and name the animals and plants you see. * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Create an infographic to show what you learn. * See if you can find an animal either outside or living in your own home. Watch it carefully. Where does it go? What is it doing? |  | No Tech/Low Tech |
| * Use a potato, sponges, or bird feathers to paint. Take a picture and record yourself describing the colors used or the image(s) created. * Cardboard/Found object construction. Have kids create a masterpiece. Take a picture and record yourself describing the masterpiece. * Walk around your neighborhood or a local park and take pictures or video and name the animals and plants you see. * Global Connections Inquiry <https://www.together.inquired.org/weekoverview/weekfive-el> * Observe an animal, by visiting one of the livestreams on page 4 of this document: <https://docs.google.com/document/d/1QG7W_fAfDz1TQ31tUjs2JCgKM7z2rmubagS--qESQbo/edit?fbclid=IwAR3V7_iCYvVp4K0gR66hiMWZmi8lcUGVqHD4J7P56-1guBWL1jrYG5esJJk> Watch the animal carefully. Where does it go? What is it doing? |  | High Tech |
| 3-5 | * Use a potato, sponges, or bird feathers to paint. Describe the colors used or the image(s) created * Cardboard/Found object construction. Have kids create a masterpiece. Describe the masterpiece. * Try to figure out how much trash you and your family produces each day by using various devices to measure the amount of trash in your trash can each day for a week. Create a graph or chart showing the results. * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Create an infographic to show what you learn. | * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Walk around your neighborhood or a local park and name the animals and plants you see, then talk about why the neighborhood or park is a good place for them to live. * Walk around your neighborhood or a park and document the different plants, insects and animals you see. Then go to a different neighborhood or park and find out if the same plants, insects and animals are present. * Try to figure out how much water you use in a day by using kitchen measuring devices to collect water when you wash your hands and brush your teeth. Document your process. What have you learned? What modifications, if any, would you make? * See if you can find an animal either outside or living in your own home. Watch it carefully. Where does it go? What is it doing? Why is it doing what it is doing--is it looking for food, or water or a safe place? | No Tech/Low Tech |
| * Global Connections Inquiry <https://www.together.inquired.org/weekoverview/weekfive-el> | * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Observe an animal, by visiting one of the livestreams on page 4 of this document: <https://docs.google.com/document/d/1QG7W_fAfDz1TQ31tUjs2JCgKM7z2rmubagS--qESQbo/edit?fbclid=IwAR3V7_iCYvVp4K0gR66hiMWZmi8lcUGVqHD4J7P56-1guBWL1jrYG5esJJk> Watch the animal carefully. Where does it go? What is it doing? Why is it doing what it is doing--is it looking for food, or water or a safe place? | High Tech |
| 6-8 | * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Create an infographic to show what you learn. * Make a scientific illustration. Select a favorite natural object and practice drawing it with as many details as possible from different angles. Label your drawing and location. | * How could you invent something that would make life easier for people? What would you invent and why? Create a prototype or diagram for your invention. * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Make a scientific illustration. Select a favorite natural object and practice drawing it with as many details as possible from different angles. Describe where you found the object you drew and why you chose it. * Document your impact on the environment--water use, energy use, food consumption, and/or waste/trash--for several days. Develop a model to explain how your use of resources affects the environment. Identify ways to reduce your impact on the environment | No Tech/Low Tech |
| * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Choose one product and research the supply chain for that product. Create an infographic to show what you learn. | * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Make a scientific illustration. Select a favorite natural object and practice drawing it with as many details as possible from different angles. Post your illustration. In the caption, describe where you found the object you drew and why you chose it. | High Tech |
| 9-12 | * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Create an infographic to show what you learn. * Make a scientific illustration. Select a favorite natural object and practice drawing it with as many details as possible from different angles. Label your drawing and location. | * How could you invent something that would make life easier for people? What would you invent and why? Design your invention, describing how it would work. * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Make a scientific illustration. Select a favorite natural object and practice drawing it with as many details as possible from different angles. Describe where you found the object you drew and why you chose it. * Document your impact on the environment--water use, energy use, food consumption, and waste/trash--for several days. Develop a model to explain how your use of resources affects the environment. Identify ways to reduce your impact on the environment. | No Tech/Low Tech |
| * Over the course of a day, look at the various items you use, wear, play with, engage with. Determine where they come from. Choose one product and research the supply chain for that product. Create an infographic to show what you learn. | * Create a game. The game must include clear instructions, have a clear way to win, be easy to understand, be attractive and engaging. * Document your impact on the environment--water use, energy use, food consumption, and waste/trash--for several days. Compare what you found to trends in another country. Identify ways to reduce your impact on the environment. | High Tech |