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HOW MUZZY LESSON TIME WORKS **in a FLES, World Language/ ESL or Homeroom Classroom**

Below are suggestions for a model of how the MUZZY Classroom and MUZZY Teaching Time works. MUZZY is highly adaptive to the wide range of teaching settings, styles, schedules and objectives. Each classroom and teacher are unique, but here's a general idea for what you might generally expect.

FLES TEACHING with MUZZY

FLES is the acronym for Foreign Languages in Elementary Schools. Before providing teaching ideas and correlating FLES to MUZZY content and methodologies, let us first define FLES so we can understand the parallels. The groundbreaking MUZZY Program preceded FLES yet its design models all FLES principles.

According to Fles.org, in their description of FLES Introductory Programs, "The purpose is to expose /introduce children in K-1 to a new language in a fun way – using songs, games, body movements and art activities – through a fairy tale. Each 45 minute lesson is comprised of an opening routine, circle time, activity time and a closing routine. The program incorporates concepts children learn in these grades in their regular curriculum. Different vocabulary is taught in each module, and some words/expressions are covered in all of the modules.

FLES teachers vary their teaching styles to ensure that they are engaging the following 8 principal learning styles of children:

- Verbal / Linguistic
- Logical/ Mathematical
- Visual / Spatial
- Body / Kinesthetic
- Musical/ Rhythmic
- Interpersonal
- Intrapersonal
- Nature

Every FLES student is issued a workbook that reinforces the written aspect of the language, through relational exercises, drawings, coloring and writing."

According to the Center for Applied Linguistics, "FLES programs now focus less on the teaching of grammar and more on the development of listening and speaking skills, and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction.

FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary emphasis is on understanding and speaking. Instructional techniques appropriate for young children have been developed; physical activity and concrete experiences play an important role. Visuals, manipulatives, and realia (realia are authentic materials from the 2nd language country, such as real currency, woven baskets, jewelry, items of clothing, foods, etc., not just pictures or replicas.) are a crucial part of the FLES classroom, and the typical lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child.

FLES classes usually meet two to five times a week for 20 to 40 minutes at a time. In some schools, classes begin in kindergarten and continue through 6th grade, while in other schools they begin in 2nd, 3rd, or 4th grade. The level of proficiency attained by the students is usually directly related to the amount of time they spend using the foreign language.”

There are 4 basic FLES Programs for K-8 instruction:

Sequential FLES: An introductory course in one language with a goal of developing oral and written skills through a systematic curriculum.

Sequential FLEX: An introductory course in one language, but with limited goals and expectations, mainly due to limited time or resources.

Exploratory Language: An introductory course in one or more languages with limited skills expected.

Immersion: The incorporation of the foreign language into the school day as the language of instruction in one or more subject areas of the regular curriculum. (MUZZY uses immersion methodology within the language classroom.)

YOUR CLASSROOM and MUZZY

MUZZY is a spiraling language program that is articulated with both National Standards for Foreign Language Learning and ACTFL (American Council on the Teaching of Foreign Languages.) The program is used successfully with student ages from preschool through adult, and is a favorite of FLES educators and establishes a high interest and motivation from students’ first exposure to learning languages and stimulates all forms of communication in its multi-sensory design.

Whether you are a FLES teacher who has your own language classroom, travel to the regular classrooms, a World Language or ESL Specialist, or Classroom Teacher, it is important to establish a positive physical and emotional environment for meaningful interaction with your students. It is crucial to create a safe and comfortable environment meeting the students’ and teacher’s needs from the very first day of class.

Physical Environment:

The FLES classroom should be divided into several separate areas conducive to different learning styles.

1. The **Group** activity area should be a large open space where students can sit comfortably on the floor, move freely for kinesthetic activities or create a stage environment for role-playing the scenes presented in the MUZZY video.

2. The **Craft** area should have large tables and chairs where students can easily access crayons, safety scissors and glue sticks.
3. The **Bulletin Board** area should have ample space for Muzzy themed bulletin boards created over time with the students. The boards can also act as a medium for story telling or discussion starters.
4. The **Display Space** allows students to showcase their projects and return to freely discuss previous vocabulary.
5. The **Storage** area gives the teacher and the students a space to put away props, projects and manipulatives within the room.

Emotional Environment:

While we all enjoy a surprise, there is comfort in routine. Students appreciate knowing how the class will unfold and look forward to their favorite parts of the lesson.

An Overview of a Day's Routine:

1. Start with a special song or phrase that signals the beginning of the class. This gives students time to focus and begin to hear the target language.
2. Review previously learned materials through chants, personal questions and the use of the student-created items. Play games like "Simon Says" in your target language (an example of the TPR (Total Physical Response) method, that combines movement and language for better retention. This keeps the material fresh in the students' minds and helps them to begin the class with a feeling of success.
3. Introduce the new vocabulary using props, manipulatives, the bulletin board or storytelling.
4. Reinforce your introduction with the Muzzy Video segment.
5. Create a product that will give the students a personal link to the new vocabulary. Teachers need to continually circulate around the room and ask students questions about their work. These items will often serve as part of the review segment in future lessons

HOW MUZZY LESSON TIME WORKS

MUZZY Lesson Plans are flexible and can be adapted to fill 20-60 minute periods. FLES research shows that the ideal lesson is between 30 and 40 minutes long and is filled with age-appropriate activities. MUZZY methodology preceded and follows FLES best practice standards.

The MUZZY lessons are not intended as a rigid structure or time-based program. The topical lessons are ideal for content integration and can be used either chronologically, or out of sequence, in whatever days of the week or class length they are presented. The following are suggestions for how a typical MUZZY class may flow and how the Lesson Plans are organized. While there is great flexibility in how a teacher can use the MUZZY content and materials, establishing student routines and setting expectations for active listening and participation are always helpful. (Please refer to our other related teaching handouts, including Setting Up the MUZZY Language Classroom and Best Practices.)

Opening Routine (5 minutes)

The class should begin with an established routine. Our suggestions include singing a welcome song in the target language and holding roll call and circle time activities such as counting, calendar, weather and bulletin board discussions. This gives students time to focus and begin to hear the target language.

Review previously learned materials through chants, TPR, personal questions and the use of the student created items. Show a recent MUZZY video scene. All of this keeps the material fresh in the students' minds and helps them to begin the class with a feeling of success.

Anticipatory Set: (2 minutes)

Before showing the new MUZZY scene, grab the students' attention through the use of a new prop, costume, photo or song, as the use of visuals, manipulatives and realia are a crucial part of any FLES classroom.

Viewing Activities: (5 - 10 minutes)

Show the DVD/video clip scene once for observation. Assign a task such as listening for a specific word, looking for a specific item and recognizing its name or discovering a familiar word used in a new way. Allow students to count on their fingers, raise their hands or tally on paper the items they hear. Remember, viewing and listening are active tasks.

Post Viewing Activities (10 - 15 minutes)

Have an oral practice of the new vocabulary or grammar point through repetition, questioning and TPR / Role Play. Flashcards, puppets and props are great motivators for speaking.

MUZZY Activity Masters and Interactive CD/ROMS are excellent for transferring oral practice into reading and writing practices.

Create a personal link to the new vocabulary through craft projects, or have structured play with manipulatives such as jump ropes, pick-up sticks or Mr. Potato Heads. Teachers need to continually circulate around the room and ask students questions about their work. These items will often serve as part of the review segment in future lessons.

After a level of mastery has been achieved, games are also appropriate. Physical activity is an essential component of a FLES classroom.

Re-enact favorite scenes, involving as many students as you can. Help the students by modeling the scene, then turn it over to them as soon as they are able to function. Be sure to provide fun props and costumes to ensure participation. Part of the charm of the MUZZY course is that it offers so many opportunities for student-centered activities.

Closing Routine (5 minutes)

An established routine is also important to the end of each lesson. Allow students to show or demonstrate what they created in the class. Bring closure to the assignment by revisiting the anticipatory set. Can the children name the item? Can they explain why the costume was important? End with a good-bye song or ritual farewell at the door.

NOTES:

Post viewing activities for the same MUZZY video lesson make take several days so that the material can be taught in a manner aimed at several different learning styles. When this occurs, viewing activities can reduced to five minutes of review.

FLES teachers can benefit from sharing space with a classroom teacher. Take advantage of the current classroom themes. Call attention to maps, posters, and other displays by discussing them in the target language. Ask the classroom teacher if you may label objects in the room and leave the labels up for the term.