



Teaching *for*
TRANSFORMATION

Language Fair

3rd-5th grade Enrichment

Jessie Ackerson
Crown Point
Christian School



Deep Hope:

My deep hope is that we would see the world through עֵינַיִם טוֹבוֹת (good eyes), and respond by loving, wondering, serving and inspiring others in ways that cause the Kingdom to flourish.



Long Term Learning Targets:

- 🎯 We can use our knowledge to discover order, identify problems, and work toward restoration.
- 🎯 We can read with curious thinking and attention to detail that will perpetuate inquiry.
- 🎯 We can marvel at God's brilliance and creativity at creating thousands of languages.
- 🎯 We can embrace the diversity of the Kingdom of God by showing genuine interest in and curiosity about the languages and cultures of others.
- 🎯 We can explain the various benefits of multilingualism to the individual and to the community.



Curricular Outcomes:

3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers.

3.RC.7 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.RC.8 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)

3.RC.9 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

3.RC.11 Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

3.RC.13 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

3.W.6 Conduct research on a topic.

3.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)

3.CC.2 Explore ideas under discussion by drawing on readings and other information.

3.CC.3 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)

3.CC.4 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E)

3.CC.7 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.



Teaching *for*
TRANSFORMATION

Habit(s) of Learning:

Courageous designing: Students will be designing activities and materials which they will use at the language fair to help their audience discover the joy of language learning and appreciate the diversity of languages.

Gracious communicating: Students will communicate what they have learned about the importance of languages and work toward helping others appreciate it as well. Since many in our student body hold negative ideas about immigrants and foreign languages, they will need to communicate clearly and in ways that are informative without feeling confrontational.

Joy-filled collaborating: Students will work in multi-grade-level groups to prepare for and present at the language fair. They will work on collaborating, compromising, giving feedback in kind, clear, joyful ways.

Curious thinking: Students will engage with people and languages from other places with open, curious minds. We will ask questions about things we don't understand and approach the "other" with curiosity and Good Eyes rather than fear and suspicion.



Teaching *for*
TRANSFORMATION

See God's Story:

Creation: While not the same as the original creation of the world, languages have been created and developed throughout the history of humanity. In the story of the Tower of Babel, God brilliantly solves the problem of people trying to exalt themselves by creating a multitude of languages. And Jesus tells us that every language will be represented in his Kingdom!

The fallen state: Our world loses a language about every 3 months. It is predicted that nearly half of the languages in the world will be extinct within the next couple of decades. When a language is lost, the cultural identity, traditions, customs, literature and many other things are lost with it.

Redemption and Restoration: We hope to inspire others to appreciate the value of languages and work toward preserving linguistic diversity, both by eliminating stigmas around foreign languages, and by actively working to preserve languages and the cultures they embody.



Teaching *for*
TRANSFORMATION

Storyline: עיניים טובות

By seeing the value in languages, we learn to value the people that speak them. We can move away from fear responses to embracing other languages with curiosity and respect. By working to change cultural attitudes toward foreign languages and the people who speak them, we can work toward restoring the linguistic and cultural diversity God has gifted to our world, and strengthen rather than destroy bonds with our human neighbors.





Teaching *for*
TRANSFORMATION

Throughlines:

Community Building: We can work toward developing attitudes that include speakers of foreign languages as valued members of our communities.

Order Discovering: We can explore the wondrous variety of ways in which languages can create meaning, and discover the ways they are intertwined with how we interact with the world.

Image Reflecting: We can respond to speakers of foreign languages as creations of God, delighting in the variety and beauty of the many languages he chooses to surround himself with in his Kingdom. We can treat and speak about speakers of other languages with dignity.

Servant Working: We can serve our immigrant neighbors by promoting understanding and encouraging each other to value and treat the languages spoken by others with dignity.



Teaching *for*
TRANSFORMATION

Formational Learning Experience:

Real needs: Many people fear what they don't understand, and therefore fear those who speak other languages. With good eyes, we can see those people as valued neighbors and live in peace and security knowing we, and they, are in the hands of God.

Real people: Aside from our wider culture, our own school community is often dismissive of and sometimes even fearful or hostile toward people outside our own cultural bubble. We hope to show our community the wonder, beauty and dignity of our neighbors who speak languages other than English, and encourage them to try learning a second language themselves. We hope to help each other see our neighbors with Good Eyes.

Real work: Every Enrichment student studies a new language of their choice for the entire 3 years they are in Enrichment. We're planning a language fair, in which Enrichment students will engage students, parents, and other CPCS community members in learning about the languages they've been studying and the people who speak those languages.



INVITE

This project began as part of a unit entitled "Reading Non-fiction with Good Eyes." In this unit we, with attention to detail, discover order, identify problems, and seek creative solutions to restore Kingdom. I didn't have a FLEx specifically planned for this unit. It flowed naturally out of our long-term targets and the kids' desire to work toward restoration.

As one of our readings, we read an article about language extinction. The kids were shocked what our world loses a language and all the important things that go with it every 3 months. They decided that, as part of God's beautiful and diverse world, languages and the people who speak them should be valued and cared for.

After much discussion, they decided that their first step should be to engage their own school community. Our plans for the Language Fair flowed from that point.



NURTURE

- While reading the poem on the Statue of Liberty as part of our concurrent Reading Poetry with Good Eyes unit, we decided we could engage more directly with our neighbors as well. We wrote a book of poetry and sold them to raise money and buy games for kids at the Immigrant Welcome Network in Lansing. We then had the opportunity to attend a potluck with them, and play games with kids who have recently immigrated to the US.



"When you
welcome the
stranger, you
welcome Me."



NURTURE

- We also had Mr. David, an Enrichment dad and immigrant to the US, come talk to us about the Indian languages he speaks, and a bit about his experience as an immigrant.
- We read and watched videos about the benefits of multilingualism.
- We intensified our own language studies, and researched the cultures in which our various languages of choice are spoken.



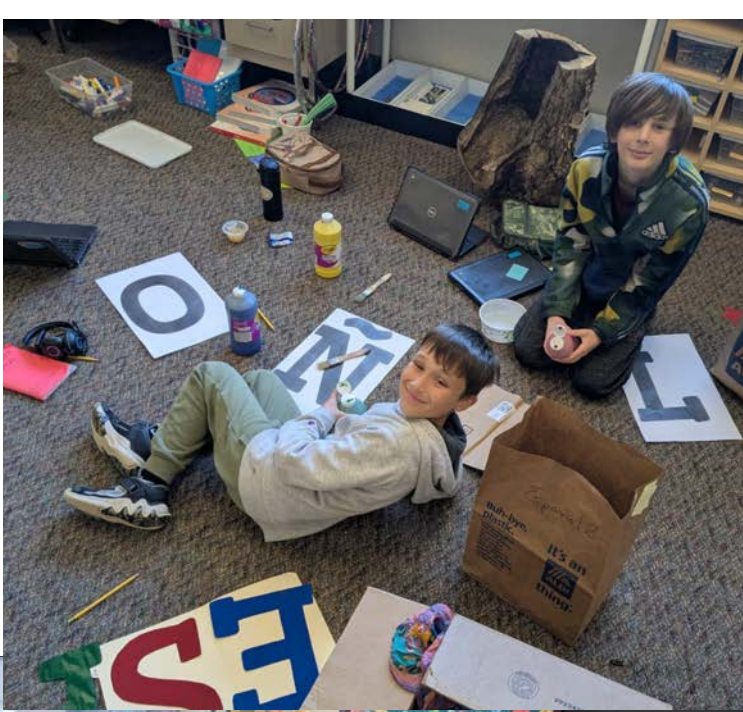


Teaching *for*
TRANSFORMATION

EMPOWER

- We arranged a schedule for meeting across grade levels so the kids could work together in language groups to develop displays, information, activities and design for the Fair.
- We took a walk around the building to look at design elements and talk about how to draw people in to see what they have to offer. We also toured supply cabinets and talked about what we might ask parents to send in.
- With common languages and a variety of supplies at hand, the kids were set loose to design booths with cultural and geopolitical information, activities, audio clips, games, videos, handouts and a variety of other things to share regarding the languages they study.
- At the fair, the kids enthusiastically engaged with classes that came in, as well as parents, grandparents, and other members of the community.



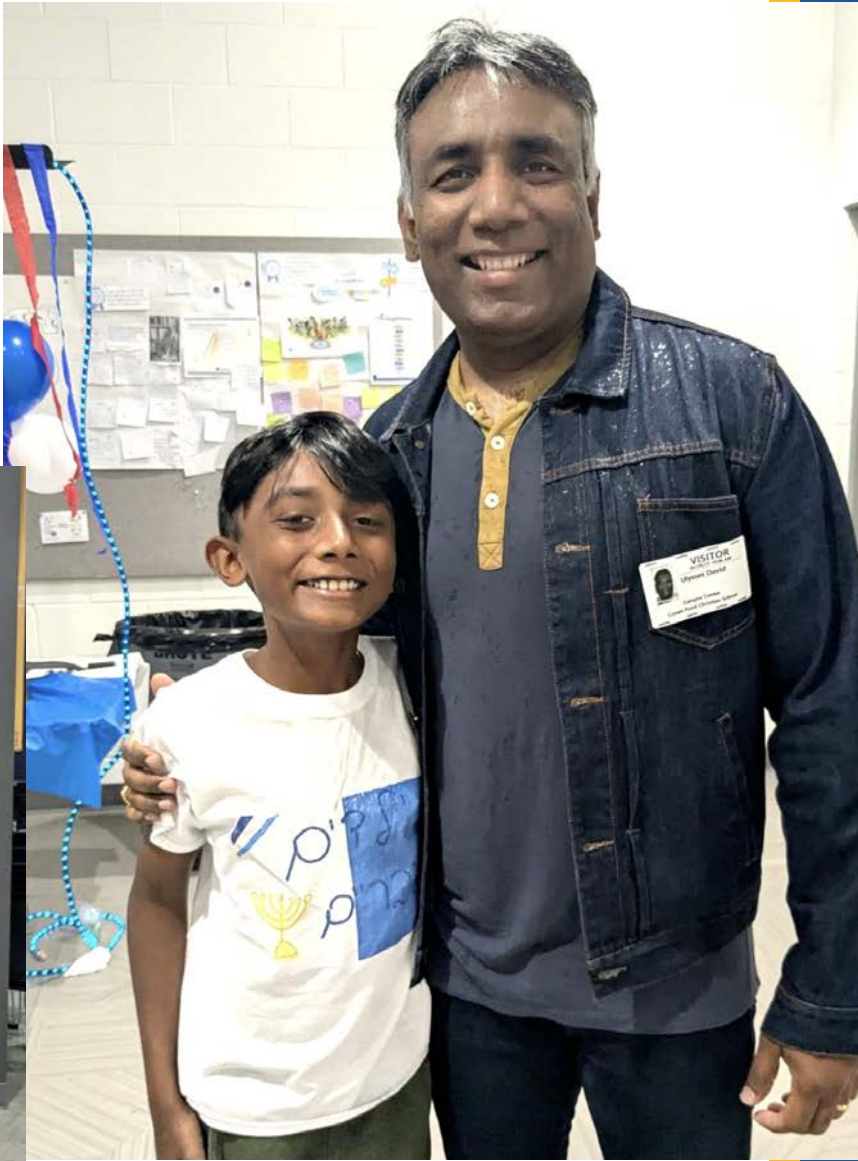














Teaching *for*
TRANSFORMATION

Student Reflections:

William: I think it was a great idea to write poetry and buy games for immigrants. I played games with 3 kids, and they were extremely nice! If I have the chance, I will do it again.

Aubrey: We did a language fair because we want to *inspire* people to learn a language, *learn* ourselves, *serve* other people by teaching them, and *love* the people and languages that God created. The Language Fair was a great learning experience!

Ruthie: Para la Fiesta de Idiomas yo presenté Hebreo. Decoramos en azul y blanco, porque esos son los colores de la bandera. Hicimos juegos de memoria y bingo y los usamos para enseñar un poco de Hebreo a nuestros compañeros. Nuestro gran propósito era inspirar a otros. La feria me llenó el corazón de alegría.

Liana: The language fair was amazing! So many people interacted with us, explored our booth and played games. It was a great way to spread a love of languages (and people) and we should definitely do it again.



Teaching *for*
TRANSFORMATION

Teacher Reflections:

- I'm delighted with how the Language Fair turned out. Many teachers stopped to tell me how much they enjoyed it, and that it was interesting beyond their expectations. The students were deeply engaged during the entire process, and grew in empathy, as language learners, and in their passion for helping their community embrace people from outside their bubble. Throughout the process, they were able to voice our primary goal of restoring kingdom by helping each other see the world with Good Eyes. When we see the world with Good Eyes, we love, serve, wonder and inspire. The kids made regular connections to all these things!
- Next year, we plan to prepare the fair bit by bit throughout the school year. Because we came up with the idea toward the end of April, May was a hurricane of language learning, booth design, gathering artifacts, designing language learning games, researching culture, making maps, etc... These tasks could easily be broken up throughout the year to take some of the pressure off.
- I love how the kids are even more motivated to learn languages now, and have been looking more deeply into how their languages work.
- The poetry book fundraiser brought in over \$350, which is notably more than we expected. Next year, we'll make more specific plans about how to bless the Immigrant Welcome Network with that income. Only 4 of our 43 students actually attended the potluck and game night. I'm hoping that if we move that earlier in the year we can get better attendance. Some families were opposed to the idea of working with the Network, but we're starting where we can!
- There are a couple other parents in the school who speak languages other than English. I hope to bring them in to speak with kids as well next year.

Additional Information to tell the story:

- [2025 Language Fair photo album](#)
- [The Welcome Network](#)
- [Video from Jared at the Welcome Network](#)





Teaching *for*
TRANSFORMATION

Checklist for website publication

As part of our ongoing curation of TfT stories, we invite you to prepare your TfT story for inclusion on our website! Please complete the checklist (right) and email your PowerPoint to your school designer. Please include your information below so we can reach out to you with questions, should they arise.

Name: Jessie Ackerson

Email:
jackerson@crownpointchristian.org

School: Crown Point Christian School

Overall:

- ☐ Story is easily understood by someone not familiar with it.
- ☐ Permission for student names/photos to be shared throughout TfT network
- ☐ Spelling/grammar/sentence structure
- ☐ Links are active (and are linked to items that can be shared throughout TfT network)
- ☐ Photos & artifacts included and plentiful; photos and student reflections are used to tell the story

Slides include:

- ☐ Deep Hope
- ☐ Long Term Targets
- ☐ Curricular Outcomes
- ☐ Habits of Learning
- ☐ See God's Story
- ☐ Storyline
- ☐ Throughlines
- ☐ FLEx
 - ☐ Includes real work, real needs, real people
 - ☐ Involves "top 3 tier" real people
 - ☐ Tied to curricular outcomes
- ☐ Invite
- ☐ Nurture
- ☐ Empower
- ☐ Student Reflection
- ☐ Teacher Reflection