

Laura Terrill
August 2014

Developing the Three Modes of Communication:
Effective Unit and Lesson Design

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

August 2014

Key Powerpoint Slides	
Agenda	Agenda Fort Bend August Three Modes ... Details Download 82 KB
Fort Bend Thematic Unit Scope and Sequence	fort_bend_themes_3_3_final.docx Details Download 24 KB
Intro to New TEKS	Intro to New TEKS_Region 10 15 Feb 201... Details Download 666 KB
TEKS Deconstructed	TEKS 2014 Deconstructed.docx Details Download 29 KB
Thematic Planning Visual	diagram-FINAL-Revised with 5cs and ma... Details Download 120 KB
NCSSFL-ACTFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB

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Organization

“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”

Ruth Culham

Laura Terrill, Fort Bend ISD 2014

An unusual event.....

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1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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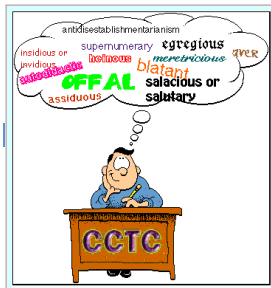
It was a dark and stormy night when Zapata met El Chupacabra.



Sadly Zapata learned too late that nightmares do come true.

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Word Choice

“Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

Ruth Culham

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Acrostic Poetry

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Paris, a dynamic city with
Artistic museums and monuments,
Rich in history
Invides connoisseurs of life to
Sites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

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Cinquain Poetry

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Subject
 noun, noun
 adjective, adjective, adjective
 short sentence or phrase about the subject
 restate the subject

Paris
 museums, monuments
 dynamic, exciting, alive
 a cultural tapestry this
 City of Lights.

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Brevette Poetry

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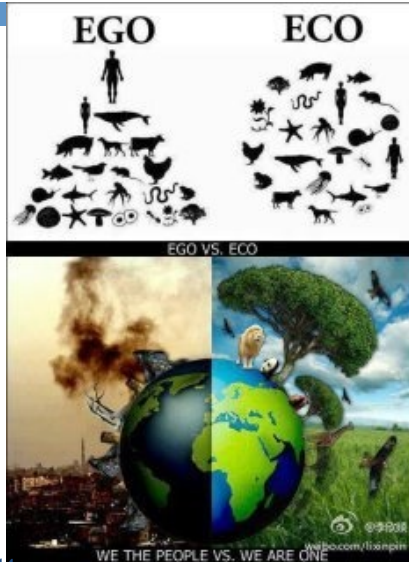
subject (noun)
verb (ongoing action, stretched out when typed)
object (noun)

<i>students</i>	<i>teachers</i>	<i>Summers</i>
<i>t a k e</i>	<i>g r a d e</i>	<i>g i v e</i>
<i>tests</i>	<i>papers</i>	<i>relief</i>

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Two Voice Poems

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Two Voice Poems

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An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

http://www.writingfix.com/PDFs/Comparison_Contract/Poem_Two_Voices.pdf

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Expand a Headline

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**Ce couple de
retraités achète
une maison et
tombe sur un
vrai trésor enfui
dans sa grange**



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

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Laura Terrill, ACTFL ISD 622, 2014

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Conventions

“Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”

Ruth Culham

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Conventions

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Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

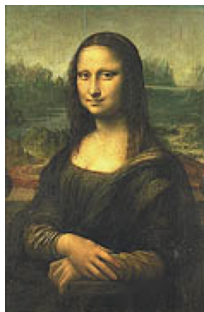
“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

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Great Art of France: Virtual Visits

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Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Yesterday – Today - Tomorrow

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What did you do?



What are you going to do?

What are you doing?

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What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.uickr.com/photos/dilaidid/4954719152/sizes/m/>
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Standards-based Grading



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Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner; teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

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Mindset for Lesson Design

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Key Considerations:

- Focus on the modes
- Primacy-recency learning cycle
- 90%+ use of target language
- Comprehensible input
- Planning for transitions
- Enhance Retention and Transfer (Homework)

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http://lauraterrill.wikispaces.com/ Authentic+Materials

☆ Authentic Materials

Authentic Resources - Websites for a variety of materials

All Languages

ACTFL WebWatch – What's Online for Foreign Language Educators	http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446
Merlot World Language Portal	http://worldlanguages.merlot.org
NCLRC – Culture Club	http://www.nclrc.org/cultureclub/
Jim Becker's World Language Links	http://www.uni.edu/becker/index.html
International Children's Library	http://en.childrenslibrary.org
Bookbox - Children's Books	http://www.bookbox.com
Newseum Front Pages	http://www.newseum.org/todaysfrontpages/default
Thematic Unit Materials in Several Languages	http://miscositas.com
Culturally Authentic Images	http://capl.washjeff.edu
Lyrics Trainings - Songs in Different Languages	http://www.lyricstraining.com

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- 🕒 Recent Changes
- 📁 Pages and Files +
- 👤 Members +
- ⚙️ Settings
- 🔍 Search
- Home
- AATSP - Coquí
- Authentic Materials
- Career-Education-Right to Education
- Civility
- Consumerism
- Content-Rich Units
- Environment
- Food - Hunger
- Responsibility
- Shelter-Housing
- edit navigation




☆ Presentations

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OFLA
 April 2014

Keynote	 Keynote - Enabling the Future.pptx.pdf Details Download 3 MB
Assessing for Learning Key Slides	 Ohio handout.pptx.pdf Details Download 10 MB
Assessing for Learning Handout	 Ohio Assessing for Learning Handout.docx

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<http://www.pinterest.com/lterrillindy/>

Nourriture

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SCHOOL LUNCH IN FRANCE

this blogger posts school lunch menus from around France! How great.

Pinned from karenlebillon.com

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huffingtonpost.com

» Luis Suarez a par ailleurs énormément fait réagir sur Twitter après sa morsure à l'épaule sur Giorgio Chiellini



A la 70e minute, Suarez a mordu le stoppeur italien, qui a ensuite montré la petite entaille en tirant sur son maillot. Ce geste pourrait valoir des problèmes à l'attaquant de Liverpool si la commission de discipline de la Fifa se saisit de ce cas en visionnant les images.

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<http://1jour1actu.com>



L'ACTU DU JOUR

1jour
1actu!

PLANÈTE 9 juin 2012

Le mot du jour : cacao

Bientôt la fin du chocolat ?

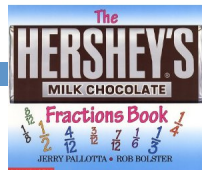


Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

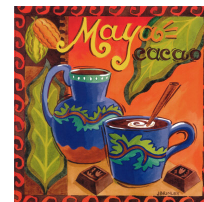
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Chocolate



Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.



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El Chocolate

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Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

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El Chocolate

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From the beginning the chocolate was considered a gift from the gods. The Aztecs had a myth about its divine origin. According to legend, a god came to earth and brought a cacao plant stolen from paradise. He taught the Indians to make chocolate from the seeds. The Indians roasted and ground the seeds to make a tasty beverage. The other gods punished the robber god because he had revealed the secret.

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Chocolate

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Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.

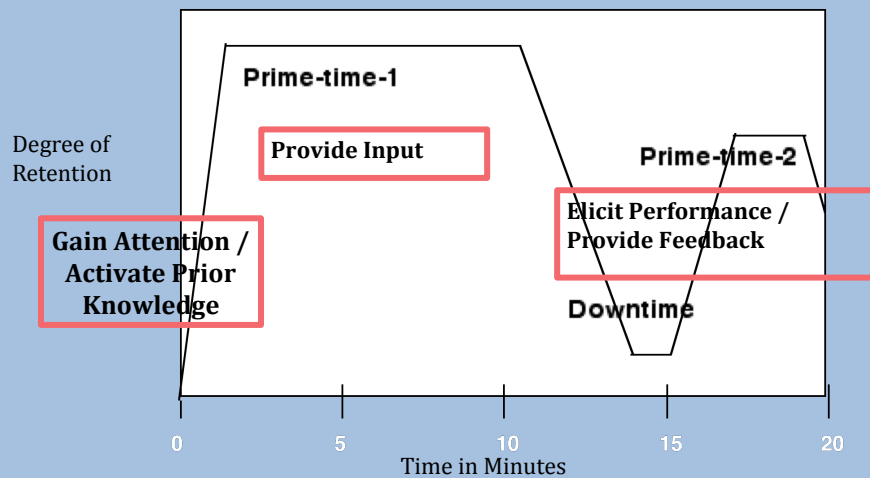


Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

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Primacy-Recency

30



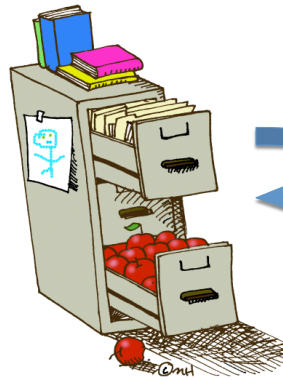
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Adapted from Sousa

Long-term memory

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Sense



Meaning



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expressing preferences and opinions

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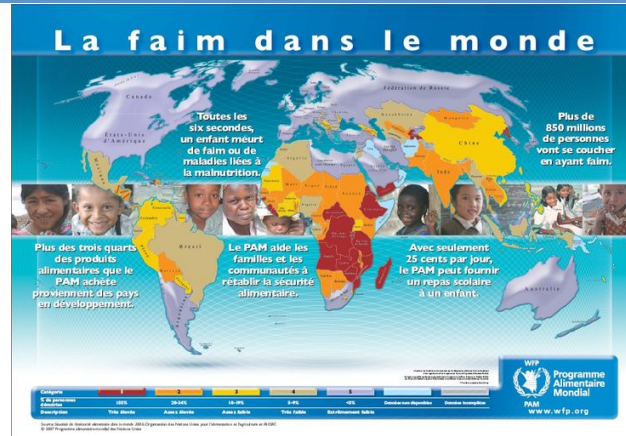
Function (s): **Explain** where and why hunger exists in the world

Accuracy: Prepositions with continents and countries

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Gain Attention

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Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

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Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Le Mari de Binta

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Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Elicit Performance/Provide Feedback

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- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

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Provide Input

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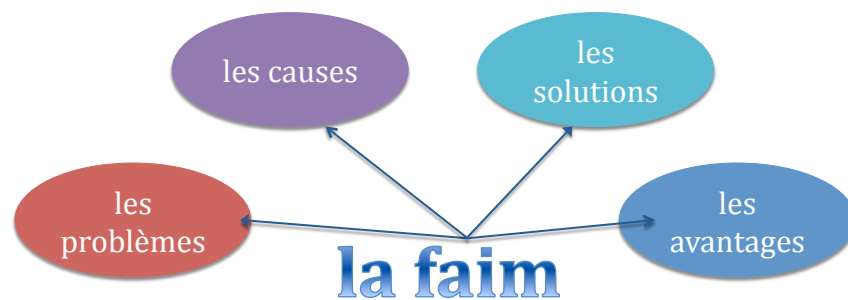
La lutte contre la faim, notre priorité à tous



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Elicit Performance/Provide Feedback

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Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

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Elicit Performance/Provide Feedback

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Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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Lesson Transitions

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The teacher says...	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer...	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Enhance Retention and Transfer (Homework)

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Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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“If you want to feel secure,
Do what you already know how to do.

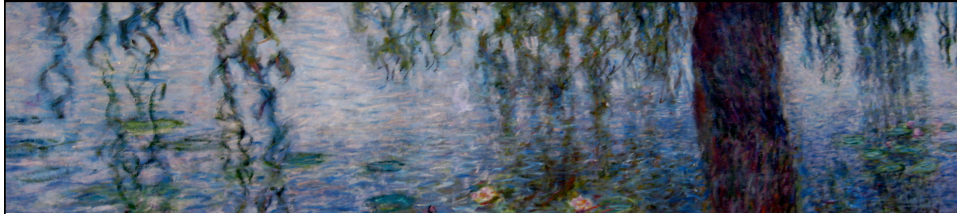
If you want to be a true professional and continue to
grow...

Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!”

Madeline Hunter 1987

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<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>