

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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Workshop Goal:

3

Learn guiding principles for developing and assessing learner performance in each mode of communication.

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Individual Accountability

4

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Enduring Understandings

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- To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom.*
- Knowledge of another language fosters a better understanding of one's own language and culture allowing for development of interculturality.
- Communicating in another language is a vehicle to gain knowledge and understandings that can only be acquired through that language and its culture(s).
- Learning other languages enables an individual to participate in multilingual communities locally and globally.

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Mindset for Curriculum Design

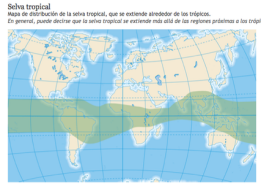
8

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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In Search of the Coquí



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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In Search of the Coquí

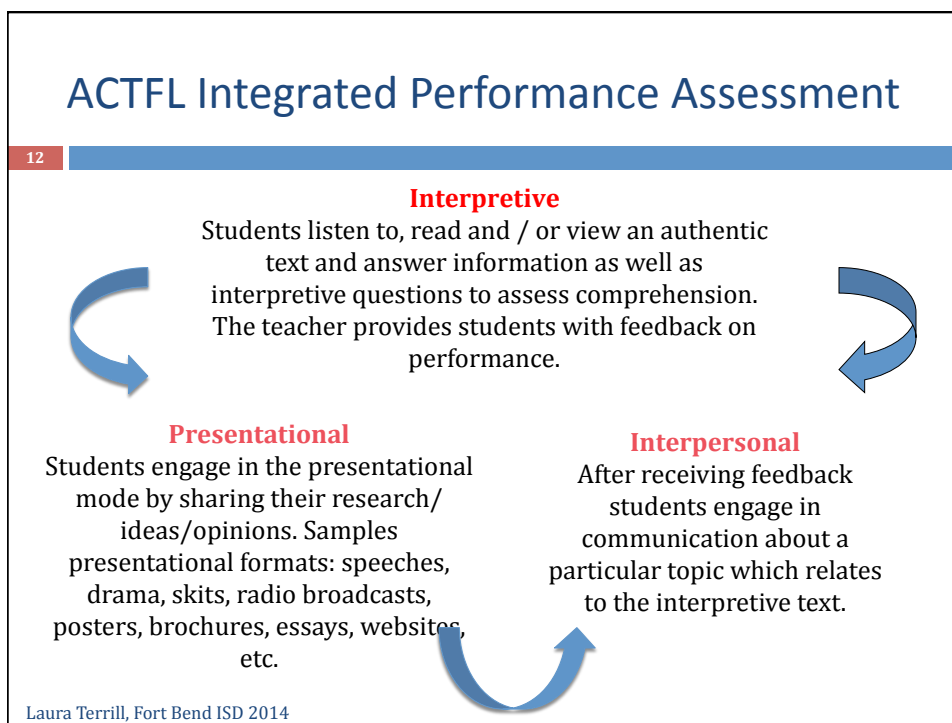
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Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.

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Language and Level / Grade	Spanish Novice Mid- High
Theme/Topic	Contemporary Life – In Search of the Coquí
Essential Question(s)	<ul style="list-style-type: none"> •How do we begin to understand another place? •Why is the rainforest so important?
Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> •locate and name traits common to rainforests; compare local natural areas to rainforests •discuss activities common to Puerto Rico identifying those things that they want to do •explore websites for information on Puerto Rico and the El Yunque rainforest •create an informational story that makes others aware of Puerto Rico and the beloved coquí

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Performance Tasks

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Interpretive Mode	
Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.	
Presentational Mode	Interpersonal Mode
Students will create an additional event for the story <i>Everywhere Coquí's</i> . They will identify another location on the island of Puerto Rico for the coquí's as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí's see and do while there and then indicate that they are moving on.	Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

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Scope and Sequence

Level 1	Level 2	Level 3	Level 4
<i>Personal and Public Identities</i> Global Citizenship	<i>Personal and Public Identities</i> Identity/Heroism	<i>Personal and Public Identities</i> Careers	<i>Global Challenges</i> Who Belongs?
<i>Family and Communities</i> Relationships	<i>Global Challenges</i> A Balanced Lifestyle	<i>Global Challenges</i> We All Need A Home	<i>Global Challenges</i> Equality
<i>Contemporary Life</i> A Day in the Life	<i>Global Challenges</i> Education - We All Learn	<i>Contemporary Life</i> World of Food	<i>Contemporary Life</i> Conflict and Revolution
<i>Global Challenges</i> Consumerism	<i>Personal and Public Identities</i> Storytelling	<i>Science and Technology</i> Environment	<i>Beauty and Aesthetics</i> 7 Billion and Counting
<i>Contemporary Life</i> Vacation Time	<i>Contemporary Life</i> Life in the City	<i>Science and Technology</i> Exploration	<i>Contemporary Life</i> Change

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Performance toward Proficiency

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Key Comparisons: Performance & Proficiency

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Performance

- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

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TEKS – Performance or Proficiency

Interpersonal Communication – Speaking and Writing

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Novice Mid –Novice High (level 1)	Novice High – Intermediate Low (level 2)	Intermediate Low – Intermediate Mid (Level 3)	Intermediate Mid – Intermediate High (Level 4)
The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of words & phrases & some simple sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements & sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements, sentences, & strings of sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of sentences & connected discourse using appropriate & applicable grammar structures & processes at the specified proficiency levels.

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NCSSFL-ACTFL Global Benchmarks

Presentational Writing

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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NCSSFL-ACTFL Global Benchmarks Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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p. 69

Presentational Writing Rubric

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	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader.
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.

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Interpersonal Proficiency – Novice Level

Taken from: ©2013 Implementing Integrated Performance Assessment

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	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



- Real-world
- Culture rich
- Models of correct language

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Le blobfish, que l'on pourrait traduire par «poisson-tache» , existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

23

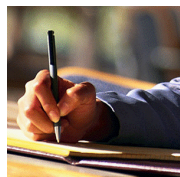
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Three Modes of Communication

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Interpretive



Presentational



Interpersonal

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Interpretive Mode

25

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

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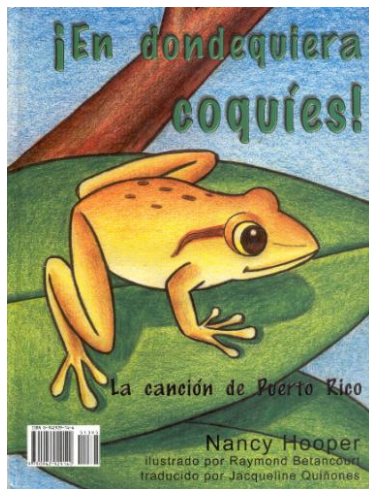
- clarify
- reinforce
- extend knowledge

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Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

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A
C
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E

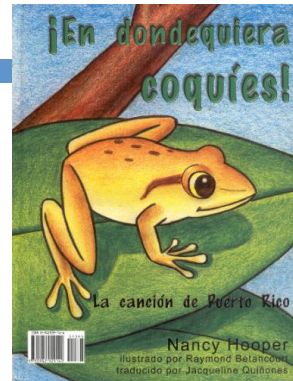
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A.C.T.I.V.E.

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Ask Questions

*Moving from text explicit to
text implicit*



Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

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A.C.T.I.V.E.

Ask Questions

32

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquíes, the parrots chattered all day....but slept all night. Or tried to.

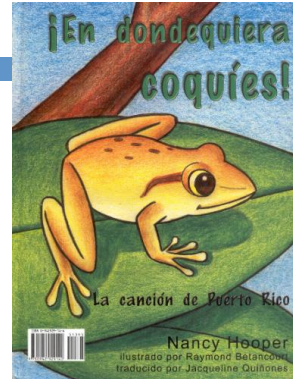
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A.C.T.I.V.E.

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

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A.C.T.I.V.E.

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

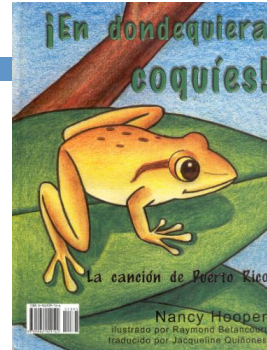
One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

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A.C.T.I.V.E

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Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E

Track Down

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Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

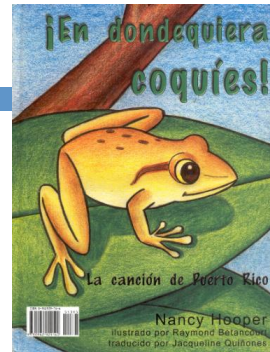
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A.C.T.I.V.E.

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Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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A.C.T.I.V.E.

Making Inferences

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The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquís watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquís enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquís had to hop through the night.....

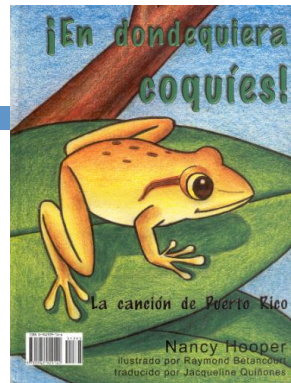
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A.C.T.I.V.E

39

Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

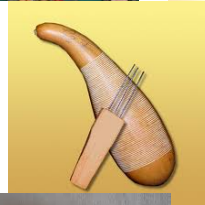
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A.C.T.I.V.E

40

Visualizing

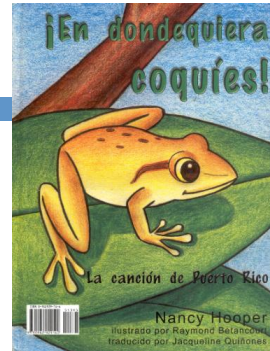
claves
güiros
maracas
cuatros
vejigante masks
santos



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A.C.T.I.V.E

41



Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T

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Role	Audience	Format	Topic
parrot	coquíes	letter	Complaining about the noise
parrot	coquíes	song	Begging them to return
coquíes	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquíes	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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Informational - Exploring Text Features

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- **Organizational markers:** titles, subtitles, headings, and subheadings
- **Enhanced text:** bold print, colored print, italicized print, underlined print, and captions
- **Visually organized print:** bulleted lists, numbered lists, indented text, text boxes, and sidebars
- **Graphic representations:** photos, drawings and diagrams, graphs, charts, tables, figures, time lines, and maps
- **Reference features:** table of contents, glossary, index, bibliography or list of references, and appendices

Total Literacy Techniques – Himmele/Himmele/Potter

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Informational Text- RACE

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R	Read the Question: Circle the verbs in the prompt. Are you supposed to explain, analyze, compare, contrast, discuss? What aspect of the text is the question asking you to focus on?		
A	Answer the question using a strong topic sentence. Remember to mention the author and title of the reading selection, as well as answer the question.		
C	Cited Example 1:	Cited Example 2:	Cited Example 3:
E	Explanation for Ex 1:	Explanation for Ex 2:	Explanation for Ex 3:

Total Literacy Techniques – Himmele/Himmele/Potter

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Juan Ponce de León

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Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

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<http://www.elboricua.com/BoricuaKids.html>

46

1



Read

3



Remember

2



Cover

4



Retell

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Proof for / Proof against

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Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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Magnet Summaries

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Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

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Interpretive Assessment

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El coquí es de Puerto Rico. Su nombre científico es **Eleutherodactylus**. Eleutherodactylus quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-quí". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeñita de sus padres.

El canto del coquí es un canto melodioso y fino. Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

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<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

50

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<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

translated using google translate

51

The coqui is Puerto Rico. Its scientific name is Eleutherodactylus. Eleutherodactylus means the fingers of the free, as it has webs between their fingers. For me, it also has free soul would you like to ride loose and sing at will by the weeds.

There are 16 different species; however, only two produce the sound "co-kee". Some are terrestrial and arboreal.

All coquíes have "little pillows" on the tips of fingers and toes. Coquíes not go through the tadpole stage and hatch, with a tiny copy of his parents.


The singing of the coqui is a sweet and fine singing. Who listens and never has been believed to be a delicate bird. Her singing is like a soft lullaby that fills our nights borincana homeland.

Laura Terrill, Fort Bend ISD 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

Assessment in Target Language or English?

52

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie		D'ARCO
		Donna (peso 60 kg)	Uomo (peso 73 kg)	
<ul style="list-style-type: none"> ■ Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate 	300	115 minuti	95 minuti	
<ul style="list-style-type: none"> ■ Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) 	350	135 minuti	110 minuti	
<ul style="list-style-type: none"> ■ Panino con hamburger al doppio formaggio 	450	170 minuti	140 minuti	
<ul style="list-style-type: none"> ■ Patatine fritte (porzione media da fast food) 	340	130 minuti	110 minuti	
<ul style="list-style-type: none"> ■ Una porzione di profiterol (g 100) 	280	110 minuti	90 minuti	
<ul style="list-style-type: none"> ■ Una lattina di bibita zuccherata (330 cc) 	130	50 minuti	40 minuti	

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ACTFL Interpretive Comprehension Task Guide

53

Key Word Recognition. Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases.

- species
- scientific
- song
- a free soul
- hasn't seen

Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.

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ACTFL Interpretive Comprehension Task Guide

54

Supporting Details. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Coquí sound like parrots.
2. There are 16 varieties of coquí that sing “co-quí”.
3. Coquí sing mostly at night
4. Coquí are hatched looking like their parents.
5. Many Puerto Ricans think the song of the coquí is like a lullaby.
6. Coquí live only in trees.
7. The sound of the coquí is heard only in Puerto Rico.

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ACTFL Interpretive Comprehension Task Guide

55

Guessing Meaning from Context. Based on this passage write what the following 3 words/expressions probably mean in English.

1. solamente dos producen
2. la etapa de renacuajo
3. terrestres y arbóreos.

Inferences. “Read/listen/view between the lines to answer the following questions, using information from the text.

Why would the coquí frog need clean water?

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

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Interpersonal Mode

57

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication....

58

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

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Communication

60

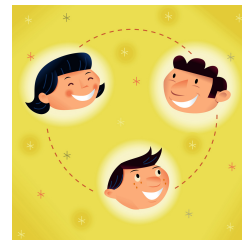
What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



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Proficiency?

61

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?

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Communicatively Purposeful?

62

More Traditional Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

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Student Can-do's

63

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

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Teacher Observation Check List

64

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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Asking Questions

65



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Raise the proficiency level

66

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

67

Create a sentence that combines the ideas in both images.



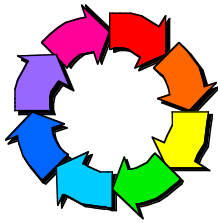
1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level.....

68



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

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Have a conversation about these pictures.

69



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Do you want to?

70

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

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Do you want to?

71

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach

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snorkel



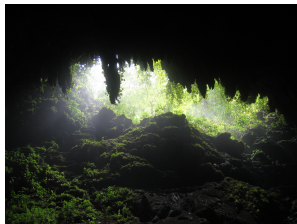
hike in the rainforest

Do you want to?

72

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach

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snorkel



hike in the rainforest



73

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



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74

Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



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Do you want to.....? I want/don't want...

75



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Discuss your vacation plans with your partner.

76



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Brainstorming

words related to activities/making plans

77



LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

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Brainstorming

78

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

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Develop the Role Play

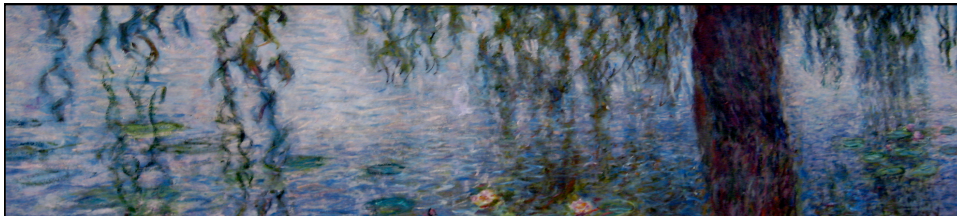
79



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

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