

# Accountability to the Learner: Changing the World One Child at a Time

Helena Curtain, Ph. D. hcurtain@uwm.edu

The University of Hawaii's Chinese Language Teacher Education program (CLTE), College of Education and the Confucius Institute

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Intrinsically  
Interesting?



Cognitively  
Engaging?



Culturally  
Connected?



Communicatively  
Purposeful?

## Intrinsically Interesting ?

### Establishing a context

(Games, songs, chants, poems, stories, social situations, subject content instruction, concrete manipulatives)

### Creating a Purpose, Awakening Curiosity, Solving a problem

### Developing thematic units

### Asking Kieran Egan's questions when planning curriculum

What is most important about this topic?

What is affectively engaging about this topic?

Why should it matter to learners?

### Using emotionally satisfying elements: Games, Mascots, Rituals...

### Using story form structure

#### Beginning

#### Middle

#### End

- Motivation
- Engagement of the Learner
- Activity Toward a Goal
- Participation by the Learner
- Outcome • Product • Solution • Resolution
- Achievement of Goal by the Learner

### Using Multiple Intelligences Fun!

## Cognitively Engaging ?

### Connecting to the regular school curriculum

In a content-based language lesson, the language teacher carefully selects concepts from the regular curriculum that are clearly defined and do not require an excessive vocabulary load. The teacher takes into consideration the language skills, content skills, and cognitive skills required by the learners in order to achieve success with the lesson. Content-based instruction enables the language teacher to focus on academic needs and critical thinking skills while, at the same time, focusing on target language needs. It provides many more contexts for communication and provides for activities that are cognitively engaging.

## Using academic skills and processes

Academic skills and processes, are required of all students. Using such skills as part of language instruction is a simple way to make tasks cognitively engaging.

Blooms Revised Taxonomy of Thinking Processes [Knowing, Understanding, Applying (using), Analyzing (taking apart), Evaluating (judging), Creating (creating new)].

## Culturally Connected ?

### Setting cultural goals for each unit

### Taking students on fantasy (virtual) trips

Instead of speaking in English about the culture of the new country, the teacher could take the class on a cultural fantasy virtual trip. By combining fantasy, culture, and elements of Total Physical Response the teacher can create a vivid, living connection between the students in the classroom and the target culture. Like simulations, virtual trips can place students in a setting that replicates important elements of the target culture and offers the opportunity to experience new feelings, new combinations of circumstances, and new solutions to familiar problems. The fantasy experience described below is highly structured and teacher controlled, designed to be used for early stages of language instruction, when it is often considered to be very difficult to deal with culture in the target language. Variations and adaptations of this technique can be used at every level of language instruction.

## Communicatively Purposeful ?

### Focusing on language functions

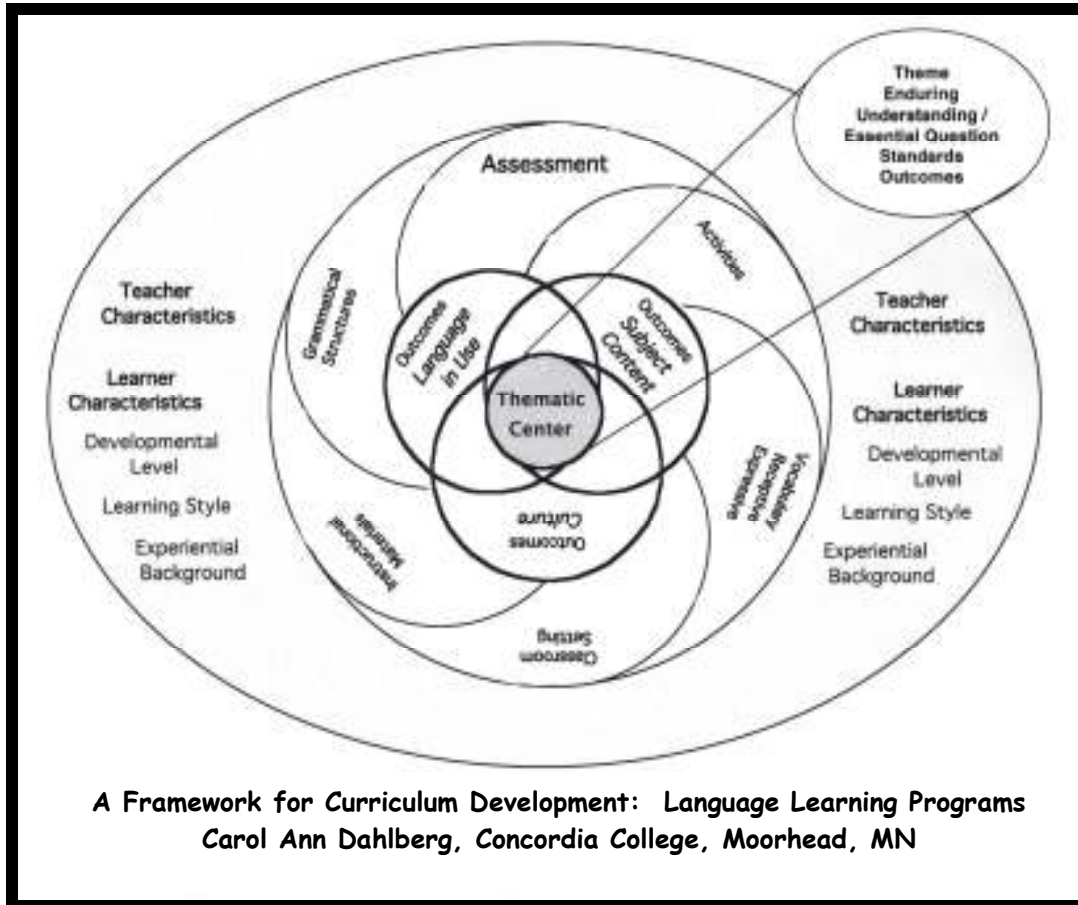
What is the language that the learners will be able to use at the end of the lesson? **NOT** what is it that the learners know about language at the end of the lesson?

### Using partner and small group activities

Ask learners to communicate with each other from the very first day of class. Use an activity called “Tell Your Partner” which will help them build their communications skills

# Intrinsically Interesting

## Developing Thematic Units



### Communicative Functions (Language in Use) (involving both initiating and reacting)

<p><b>Socializing</b>                      using different modes of address                      inquiring about health                      greeting/introducing/thanking</p> <p><b>Exchanging information</b>                      Identifying/ describing                      asking for/giving information                      narrating personal experiences                      inquiring about or expressing                      knowledge/opinions/wishes                      asking for/giving permission                      stating necessity and need                      inquiring about or expressing                      likes/dislikes/preferences</p>	<p><b>Getting things done</b>                      Requesting/ suggesting                      making arrangements                      reacting to offers, requests,                      suggestions, invitations                      inviting/instructing</p> <p><b>Expressing attitudes</b>                      expressing admiration                      expressing approval/disapproval                      expressing interest/disinterest                      expressing friendship                      expressing regret/apology                      expressing need</p>	<p><b>Organizing and maintaining communication</b>                      attracting attention                      expressing lack of comprehension                      asking for repetition or rephrasing                      asking how to say something in the                      target language                      asking how to spell something                      asking someone to explain what they                      just said</p>
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*Australian Language Levels Guidelines, Book: Syllabus Development and Programming.* Australia.: Curriculum Development Centre.

# How Language Functions Can Develop over Sequence of Time

*Note: Language functions are very useful when designing curriculum. They are the organizing principle. Please note that the boldface language functions in the shorter list above are divided into five broad categories: socializing, exchanging information, getting things done, expressing attitudes, and organizing and maintaining communication. The functions in the second list below are subsets of these five broad categories. The list shows how language functions develop over an extended sequence of instruction.*

## Language Functions:

*Source: Planning Curriculum for Learning World Languages, Wisconsin Department of Public Instruction, 2003*

These language functions provide the teaching focus in order to prepare students for the suggested performance assessment unit. They describe knowledge and skill for each language function category according to the targeted language level. Each succeeding level includes all previous levels' knowledge and skill.

<b>Category:</b>	<b>Beginning:</b>	<b>Developing:</b>	<b>Transitioning:</b>	<b>Refining:</b>
<b>Ask questions</b>	Ask yes/no questions Use tag questions Use question words (who, what, where, when, how)	Ask questions (who, what, where, when, how, how well, why)	Ask multi-part questions	Ask questions of multiple clauses
<b>Provide information</b>	Use words, lists, phrases Connect memorized phrases into sentences	Use simple sentences Create with language by producing original sentences Report other people's speech (quoting)	Use simple sentences, connected sentences, strings of sentences Connect and extend discourse	Use complex sentences, connected sentences Narrate and describe
<b>Ask for clarification</b>	Repeat words Express a lack of comprehension with set phrases	Select substitute words, ask follow-up questions Explain one's lack of comprehension	Ask a series of questions, paraphrase to clarify meaning Pursue one's lack of comprehension by exploring what one thinks was meant	Use a wide variety of clarification strategies Pursue one's lack of comprehension by negotiating understanding
<b>Maintain conversation</b>	React to a limited number of formulaic questions Use simple leave-takings Extend greetings	Respond to simple direct questions. Ask a few formulaic questions. Use a variety of greetings/leave-takings Get someone's attention	Initiate and maintain conversation Ask and answer questions Interrupt in a conversation	Initiate, advance, and/or redirect conversation Negotiate a solution to a problem
<b>Describe people, places</b>	Describe people and places (physical) Introduce self and a friend or family member Describe with adjectives	Describe people and places (character) Describe with adverbs	Describe people (psychological characteristics) and places (mood) Describe with adjective phrases	Describe people (motivation) and places (symbolism)

<b>Tell a story, describe events</b>	Use limited sequence words (first, second, later) Tell simple sequences (e.g., morning activities, school schedule) Describe simple past experiences and future plans	Use sequence and cause/effect words (at first, much later; therefore, because) Tell connected sequences (e.g., a summer vacation) Narrate simple past experiences and future plans	Use cohesive devices (in order to, -ing, rather than) Tell extended sequences (e.g., when I was young) Narrate past experiences and future plans	Use a variety of cohesive devices (linguistic and meaning-connectors) Tell well-developed stories
<b>Give and follow directions</b>	Respond to classroom commands	Give and take simple directions (how to find a destination)	Coach someone through following of directions	
<b>Express feelings</b>	Tell likes, dislikes (concrete) Express support, praise with simple expressions	Tell preferences (more abstract) Express encouragement	Express a full range of emotions (excitement to upset) Express extended praise	Express sympathy and condolences Express apology
<b>Express opinions</b>	Use simple expressions to introduce a thought (e.g., I think that) Provide one phrase or sentence to support one's opinion Agree/disagree using simple expressions	Use a variety of expressions to introduce a thought (e.g., Did you know that; Guess what) Provide more than one sentence to support one's opinion Agree/disagree using sentences	Use impersonal expressions to introduce a thought (e.g., it is important that) Provide examples to support one's opinion Agree/disagree using complex sentences	Use connected sentences to extend a thought Provide illustrations (stories) to support one's opinion Agree/disagree with fine tuned precision across a wide range
<b>Attend to cultural differences</b>	Use appropriate gestures	Use formal and informal address		Choose vocabulary based on sociocultural requirements
<b>Extend an invitation; Make arrangements</b>	Make an appointment Use simple phrases to accept or reject an appointment	Present an invitation, providing some details Accept or reject an invitation	Convince someone to accept an invitation Explain an acceptance or rejection of an invitation	
<b>State ownership</b>	Use simple possessive words (my, your, our) Use possessive noun form (Mary's book)	Use a variety of possessive words & expressions (my, mine; your, yours) (belongs to, is part of)		
<b>Offer alternatives</b>	Use simple words to suggest an alternative (e.g., or)	Use different expressions to suggest an alternative (e.g., I think that; we can)	Use different forms and expressions to suggest an alternative (e.g., conditional; we could) Express what is prohibited	Use expressions to hypothesize (e.g., subjunctive; perhaps; it may be necessary to; I suggest) Express possibility, probability
<b>Make requests</b>	Make requests with simple expressions Ask permission with simple expressions Use polite expressions	Make requests with sentences Ask permission with sentences	Make requests with complex sentences Ask permission with complex sentences	Express wants, hopes, wishes

<b>Meeting one's needs</b>	express thanks with simple expressions make excuses with simple expressions express apology with simple expressions	express thanks with sentences make excuses with sentences express apology with sentences	express thanks with complex sentences make excuses with complex sentences express apology with complex sentences	make refusals express anger or annoyance
<b>Make comparisons</b>	compare two things express equivalence	compare three or more things express equivalence and non-equivalence	express extremes compare quantities and ratios	

<b>Unit Plan Inventory</b>	<b>Unit Title:</b> <b>Author(s):</b>	<b>Language/Level:</b> <b>School:</b>
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**Scenario/Unit Overview:**

**Stage 1 What students should know and be able to do**

**Enduring Understanding(s)** (Big Idea) (Students will understand that...)  
**Essential Question(s):**  
**Targeted Standards:** (Local, State, National)  
**Outcomes/Objectives/Progress Indicators:** (Students will be able to....)

**Stage 2 How students will demonstrate what they know and can do: Performance-based Assessment**

<b>Interpersonal Task and Rubric</b>	<b>Interpretive Task and Rubric</b>	<b>Presentational Task and Rubric</b>

**Stage 3 Preparing students to demonstrate what they know and can do**

<b>Language/Communication</b>			<b>Culture(s)</b>	<b>Subject Content (Connections)</b>	<b>Essential Materials</b>	<b>Learning Activities , Performances (Formative Assessments)</b>
<b>Language Functions</b>	<b>Grammatical Structures</b>	Vocabulary				
						<i>(Use separate page for this section)</i> <b>Beginning</b>  <b>Middle</b>  <b>End</b>

**Comparisons:**

**Communities:**

**Learning Activities, Performances (Formative Assessments)**

**Beginning**

**Middle**

**End**

**Lesson Plan Format from Greg Duncan**

Unit \_\_\_\_\_ Lesson Number \_\_\_\_\_ of \_\_\_\_\_  
Grade Level \_\_\_\_\_ Time of Year to be Taught \_\_\_\_\_

**Stage 1: What will students know and be able to do at the end of this lesson?**

*DO*

*KNOW*

**Stage 2: How will you know that students can do that?**

**Stage 3: What instructional activities will be used?**

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

***Materials needed for this lesson***

<b>Unit Plan Inventory</b>	<b>Unit Title: ¿De dónde viene la llama?</b> <b>Author(s): Jennie Griswold</b>	<b>Language/Level: Novice</b> <b>School:</b>
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**Unit Overview:**  
Throughout the investigation of llamas, students will have the opportunity to discover not only a new animal a different way of living. They will make comparisons and see that among the various differences that may seem

**Stage 1 What students should know and be able to do**

**Enduring Understanding:**  
Understand that all living things share the space, food and water of the earth. Understand some of the connections between animals and people, and that sometimes animals and people depend on each other.

**Essential Question:** How does the llama affect Peruvian culture and economics

**Targeted Standards:** National Standards: 1.1, 1.3, 2.2, 3.1  
**Local:** ?

**Outcomes (Objectives):**  
1. Students will be able to describe the llama according to its physical features, its habitat, and its importance in Peru.  
2. Students will be able to compare and contrast llamas with other animals.

**Stage 2 How students will demonstrate what they know and can do: Performance Assessment**

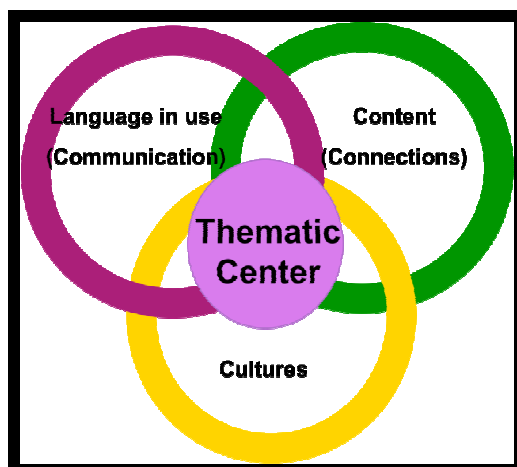
(Be sure to include examples of the types of language you will be expecting the students to use Include a few sample questions or sentences such as the students might say --- include a rubric to go with the assessment.)

<b>Interpersonal Task and Rubric</b>	<b>Interpretive Task and Rubric</b>	<b>Presentational Task and Rubric</b>
Students will receive a picture of an animal (either U.S. Domestic or Peruvian). Students will ask questions related to the animal of their partner. Students will answer questions about their partner’s animal. Ex: ¿Es blanco o café? Es blanco.	Students will listen to peer presentations about camelids and identify the picture described. Students will read mini books about llamas and complete a cloze activity.	Students will write a description about a camelid they’ve drawn and describe it orally to the class according to body parts, habitats, color, and texture.

**Stage 3** Preparing students to demonstrate what they know and can do

Language Functions	Grammar Structures	Vocabulary	Culture	Subject Content (Connections)	Essential Materials	Major Lesson Topics, Performances (Assessments)
<p>Ask questions <b>about camelids and U.S. domestic animals</b></p> <p>Describe people places <b>(animals) specifically a camelid's body parts, color, texture, and habitat</b></p>	<p>Tiene Vive en Come Escupe Es ¿Tiene miedo?</p>	<p>Colors Body parts (orejas, cuello, nariz, boca, pierna, brazo, pie) Textures (suave, tosco) Sizes (grande, pequeño, alto, bajo, largo, corto) Geography (montaña or sierra, selva, costa) Ropa (chompa, chalino, abrigo) Instruments(zamboña, charango, cajón, quena, flauta) Animals (elefante, perro, gato, oveja, jirafa, rana)</p>	<p>Integrated throughout subject content, and the topic itself is part of the culture. Some Examples: Camelids- common and important animals in Peruvian life and culture</p>	<p><b>S.S.</b>- Flag; location of Peru; importance of llamas to Incas <b>Science</b>- habitats, food, llama uses, parts of body, weather, 4 types of camelids and their physical characteristics, process of making a chompa <b>Math</b>- graphs of camelid heights and weights, population of camelids, speed at which the run <b>Music</b>-Andean folk music and instruments; song: “Tinkuna” or “El Condor Pasa” from the CD “Vientos en los Andes”</p>	<p>Wool Books: “¿Es tu mama una llama?” and “El Secreto de la llama” Andean Folk Music CD “Vientos en los Andes” Andean instruments Photos of camelids and U.S. Domestic animals Chompa Map of world; Peru PowerPoint Presentation Sound clips of animals (<a href="http://www.soundamerica.com/sounds/sound_fx/">http://www.soundamerica.com/sounds/sound_fx/</a>)</p>	<p><b>Beginning...</b> Cultural Fantasy (visit to Peru) Listen to Andean folk music and show typical instruments Show photos of camelids. Introductory mini-stories that describe physical characteristics of camelids, uses, and habitat. Gouin series (La vida de la llama) Partner activities</p> <p><b>Middle...</b> Read and discuss books about camelids as a class, then with a partner Graph numbers of camelids; graph characteristics of camelids Compare and contrast using Venn Diagram Gouin series (riding a llama) Cultural Fantasy (visit to wool making factory, see and touch real wool) TPR Story</p> <p><b>End.....</b> Compare different animals (partner activities) Ask and answer questions using a PowerPoint presentation about llamas. Write descriptions and poems of llamas.</p>

# Explanation for Creating a Thematic Unit



## 1. Identify sources of outcomes

The first step in thematic planning is to assemble the resources and guidelines available for the planning process. At a minimum, this should include the following:

- *Standards*, local and state curriculum guides/frameworks
- Lists of language functions (language in use)
- Culture products, practices and perspectives
- Content guides for curriculum areas

## 2. Choose a thematic center/unit focus

The focal point for a thematic center may be a topic from the general school curriculum or it may be drawn from the literature or culture of the target language. Some broadly based thematic units may be designed to last for weeks—explorations, for example, or change. Other units may have more focused themes, based on a single story, a holiday, or a special occasion like a birthday celebration, a curriculum concept, a cultural concept, a book, poem, or story, a school or grade topic of emphasis, piece of art or music...

### *From Topic to Theme.*

As you plan your unit, you want to be sure that you move from a topic to a theme. A theme is a richer basis for a unit, one that has greater potential for meaning and purpose. While a topic usually involves just a loose collection of ideas, a theme suggests a “big idea” and a focused collection of ideas. It provides a goal, or a destination for the learning, resulting in a planned culminating activity. We often express this goal or destination by means of a focus question/essential question that guides the activities of the unit.

## 3. Develop an enduring understanding and an essential/focus question (See below)

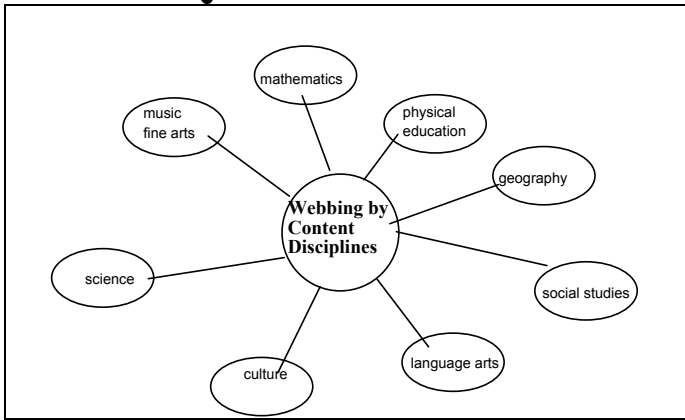
## 4. Brainstorm/develop a web of potential outcomes, content and activities

As you brainstorm using the web as an organizer for putting down your ideas, you write down all the possible activities you can think of related to your theme. Try to include at least two activities under each area of the web. Be sure to include activities that balance the goals of language, culture and content

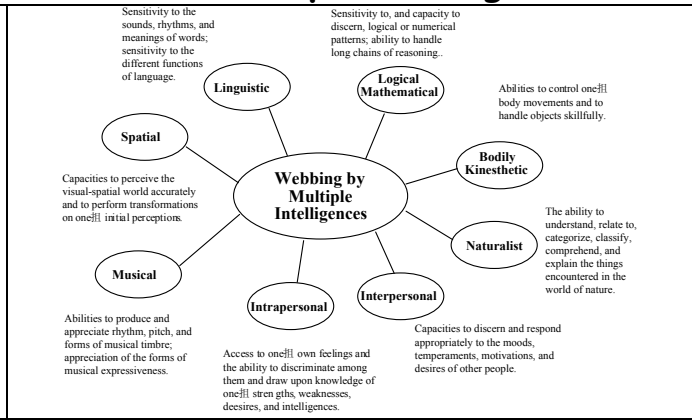
Once a theme has been established, the next step is to begin a brainstorming process that yields a web-like organization of ideas related through meaning to one another and to the central theme. A web is a cognitive organizer, a visual representation of concepts and their relationships that allows you to see how the ideas and activities relate to each other in a non-linear fashion. Using a web allows you to extend the theme in many directions and to flesh out the topic with meaningful categories and subcategories. Although not every element from the brainstorming web will be used in the final form of the unit, the ideas and activities gathered in this way can be used in the future as other thematic units are planned.

There are various ways to build a web, such as by subject content areas, by multiple intelligences or in a free form fashion.

## Web: Subject Content



## Web: Multiple Intelligences



### Subject Content Web

Webbing by subject content areas, enables you to think of activities that might otherwise be overlooked and provides a rich source of ideas for the unit. Of course, webbing around subject content topics also provides valuable links to the regular curriculum and supports content-related instruction.

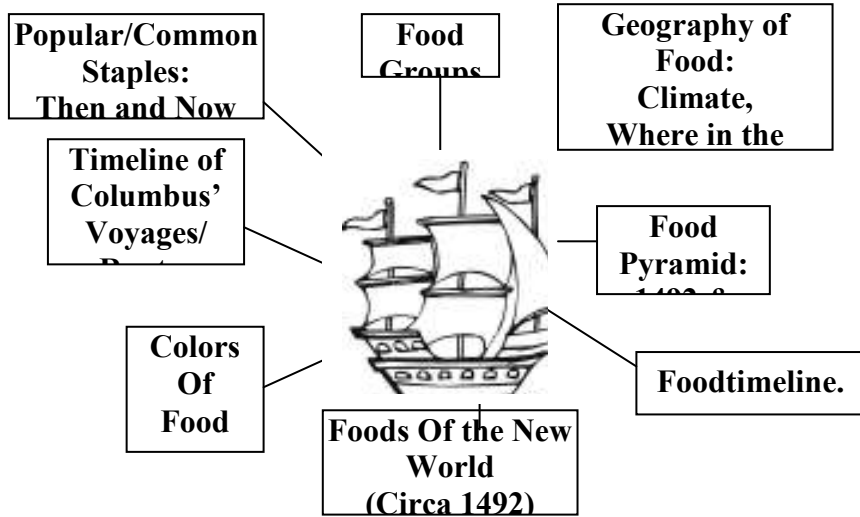
### Multiple Intelligences Web

You may also use a web based on multiple intelligences. Using multiple intelligences as the basis for the web ensures a variety of activities to meet the needs of diverse learners.

### Free Form Web

Free form webs do not have any predetermined format but flow out of the brainstorming process in no particular order. When using a free form process, it is best that you carefully screen the web to be sure that there is a variety of activities and to be sure that all the elements (language, subject content and culture) are included.

## Sample Free Form Web: The Columbian Exchange



5. Make selections for the unit from web and lay out on unit plan inventory.



- there is no possibility for active negotiation of meaning with the writer or the speaker
- involves comprehension of words, concepts, ideas, meaning
- learners are exposed to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, music videos.

*Translation is not an interpretive mode task.*

### **The Presentational Mode**

- One way  $\Rightarrow$  spoken or written productive communication between the creator and an audience
- there is no immediate personal contact with the audience.
- learners are able rehearse, revise, rewrite, consult sources, or otherwise prepare ahead of time.

## **Stage 3 Preparing students to demonstrate what they know and can do**

This section of the UPI contains the inventory of functions, structures, vocabulary, materials, and major lesson topics and performances.

As you work on your UPI, look at your web and begin to narrow down the ideas that you will actually use in this unit. Some of the ideas that you brainstormed for the web might be useful in another unit. As you narrow down your outcomes and assessments, you will begin to see what parts of the web you can use most successfully and what parts might not work so well, or might take too long, or might not work for other reasons.

### **Functions:**

List the language functions that you will have the students perform in the unit. Two or three is sufficient. Write in which context the functions will be used. For example instead of just saying “identify” you would say “identify geographical areas of Peru” or “describe foods available at the market.”

### **Structures**

List the grammar the students will be using in the performances for this unit.

### **Vocabulary**

List the vocabulary for the unit. You do not have to list every word, but be specific about the vocabulary so that the scope is clear. For example say “adjectives such as tall, short, cold, hot” rather than simply “adjectives.” This column helps you to identify the scope of the vocabulary for the unit.

### **Materials/Resources**

What materials will you need to complete the unit? List books by name and author, name songs, and give web addresses. Be as specific as possible. Remember others will be using your unit.

### **Major Lesson Topics/Performances**

This is not a complete list of all the activities but a general framework for the unit. This shows the flow of the unit. In the “**Beginning**” section list some ideas for how you will motivate your students at the beginning the unit. In the “**End**” section, include how you will end the unit and what the culminating activity will be. In the “**Middle**” section, list the skill-building activities that you will do in the middle of the unit

Adapted from: Curtain, Helena and Carol Ann Dahlberg. (2010) Languages and Children Making the Match, 4<sup>th</sup> Ed. New York: Pearson Allyn & Bacon.

# Take Tai Shan Home

The cuddly panda family, Mei Xiang, Tian Tian and Tai Shan, are our friends from China and live in the National Zoo in Washington DC now. Mei Xiang and Tian Tian moved from Si Chuang, China, to the National Zoo in December 2000. Tai Shan was born on July 9, 2005. Now almost 4 years old, he weighs almost 200 pounds and is the most popular resident in the zoo. He is due back to China soon.

In the summer camp, we will take Tai Shan back to China in a virtual trip, and experience the wonderful country for the first time as Tai Shan does. And of course, we will learn some Chinese along the way!

To learn more about Tai Shan, please visit <http://nationalzoo.si.edu/Animals/GiantPandas/MeetPandas/default.cfm>

Characters in the Units:

- 中中Zhong Zhong: 10-year-old boy, Chinese heritage
- Mary: 12-year-old girl, American Heritage
- 大明David: 9-year-old boy, American and Chinese heritage
- 安安Anna: 13-year-old girl, Hispanic Heritage

Links to each unit:

[Unit 1 – Getting to Know Each Other \(Greetings\)](#)

[Unit 2 – Airplane Tickets and Passports \(Numbers\)](#)

[Unit 3 – At the Farewell Party \(Family Members and Countries\)](#)

[Unit 4 – Meeting the 12 Zodiac Animals \(12 Zodiac Animals\)](#)

[Unit 5 – 12 Animals Had a Race \(Animal Locomotion, Origin of the Zodiac\)](#)

[Unit 6 – Time to Try Some Chinese Food \(Food and Drinks\)](#)

[Unit 7 – Tai Shan Arrives Home \(Colors and Conclusion\)](#)



## Unit 1 – Getting to Know Each Other (Greetings)

Except Mei Xiang and Tian Tian, Tai Shan’s panda family lives in central China. We are taking him back to this part of the world very different from Washington DC. It will be a long journey, yet full of fun and excitement. To begin the journey, we need to know each other first.

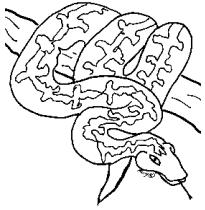
Vocabulary

## Unit 2 – Airplane Tickets and Passports (Numbers)

So we are getting ready for the trip. In addition to learning some Chinese, what do you need to bring with you? Clothing, tooth brush, camera, money, and sun glasses... And don’t forget the most important items – a passport and an airplane ticket!



# Die Tiere



die Schlange



der Fisch



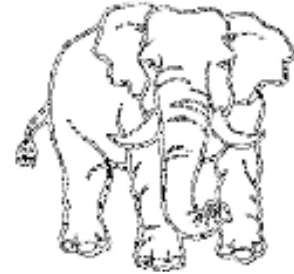
der Affe



der Ratte



das Stinktier

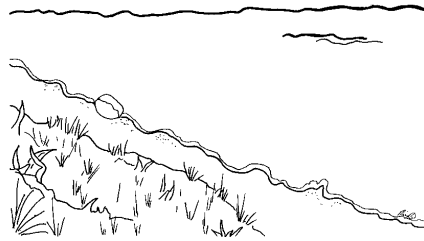


der Elefant

# Wo die Tiere Leben.



der Regenwald



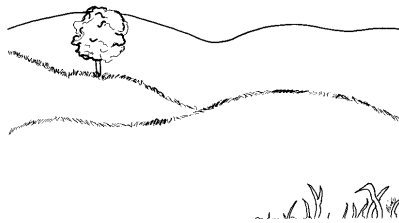
der Ozean



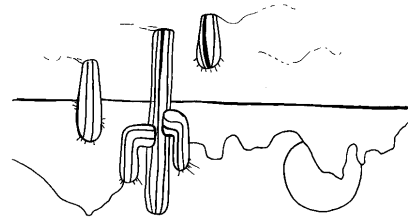
der Wald



das Haus


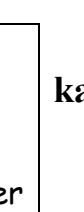
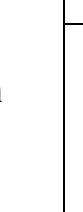

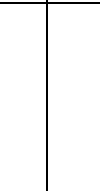



die Savanne



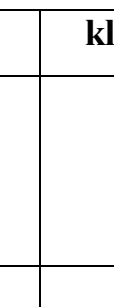
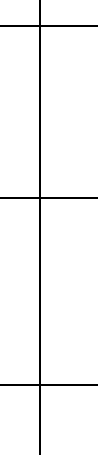


die Wüste

# Was die Tiere Können

		singen	schwimmen	fliegen	klettern
	das Stinktier	kann			
	Der Fisch	kann			
	Die Sclange	kann			
	Der Affe	kann			
	der Elefant	kann			
	Die Ratte	kann			

(Der, die das) \_\_\_\_\_ kann \_\_\_\_\_.

(Der, die das) \_\_\_\_\_ kann \_\_\_\_\_ und \_\_\_\_\_.

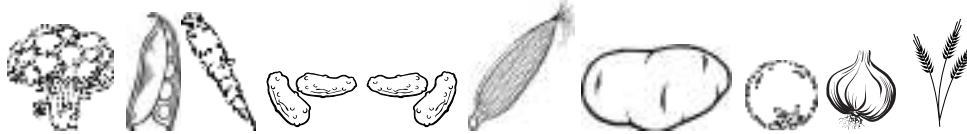
			
fliegen	schwimmen	klettern	singen

# Cognitively Engaging

## Classifying and Categorizing

Using pictures or printed text of vocabulary items, ask students to classify and categorize the vocabulary according to various organizers. For example, with food vocabulary you can ask students the organizing principle that you used to put together a group of items.

You could use peanuts, potatoes, carrots and onions. The students must figure out that these are foods that grow below the ground. Other examples:



Broccoli, tomatoes, corn, peas, wheat:

Foods that grow above the ground.

Milk, rice, hard boiled eggs, spaghetti:

Foods that are white.

You can go on to use many examples such as sweet or sour, breakfast, lunch or dinner; vegetarian, healthy etc.

This is a good way for students to learn vocabulary in the context of guessing (story form) this makes vocabulary practice more intrinsically interesting and also cognitively engaging since they are using academic skills to organize the vocabulary.

Venn diagrams are another example of classifying and categorizing. Venn diagrams are graphic organizers useful in making comparisons and contrasts.. See Venn Diagram below

## Sequencing Activities with Vocabulary

Ask the students to place the items in sequential order or put them in order along various continua. For example:

- From easy to difficult
- From fast to slow

- From items that contain more calories to those that contain less calories

- From activities that are easy to do to those that are more difficult

• This can also be done as a partner activity in which each partner has half the set of words or pictures or an individual task in which each student has a complete list of all the vocabulary words or a complete set of the vocabulary pictures.

### *Time Lines*

Ask students to sequence events by using time lines. They can create individual time lines based on their own lives. They can interview other classmates and create a time line for another student in the class. The class can make a class time line keeping track of school and class events. (This can be done as an individual task or as a partner activity.)

### *Sequencing by size*

List all of the items you can think of that are too large to fit into

- the back pocket of your jeans
- a lunch bag
- a suitcase
- a purse

List all the items you can think of that are small enough to fit into

- a lady's shoe size seven
- a man's shoe size 13
- a refrigerator
- a car

## Engaging with the Regular Curriculum: The Connections Goal--Content-based Instruction

In a content-based language lesson, the language teacher carefully selects concepts from the regular curriculum that are clearly defined and do not require an excessive vocabulary load. The teacher takes into consideration the language skills, content skills, and cognitive skills required by the students in order to achieve success with the lesson. Content-based instruction enables the language teacher to focus on academic needs and critical thinking skills while, at the same time, focusing on second language needs. It provides many more contexts for communication and provides for activities that are cognitively engaging.

## Academic Skills and Processes

Bloom's Taxonomy of Thinking Processes is one of many taxonomies of thinking. It outlines six levels of skills, including Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. It is quite common in the USA and is often used by teachers because of its familiarity. The chart outlines the levels and the diverse teacher and student activities associated with various levels of thinking. This chart may be helpful to teachers looking to incorporate thinking skills into their teaching and thus make their activities more cognitively engaging

## Bloom's Revised Taxonomy of Thinking Processes

Level	Definition	What The Student Does	Useful Verbs For Designing Activities
<b>Knowing</b>	Recall or location of specific bits of information. Remembering. Bringing to mind the appropriate material.	responds, absorbs, remembers, recognizes	tell - list - define - name - recall - identify - state - know - remember- repeat - recognize
<b>Understanding</b>	Understanding of communicated material or information. The lowest level of understanding, without necessarily relating ideas.	explains, translates, demonstrates, interprets	transform - change - restate - describe - explain - review - paraphrase - relate - generalize - summarize - interpret - infer - given main idea
<b>Applying (Using)</b>	Use of rules, concepts, principles, and theories in new situations. The use of abstractions in particular and concrete situations.	solves novel problems, demonstrates, uses knowledge, constructs	apply - practice - employ - use - demonstrate - illustrate - show - report
<b>Analyzing (Taking Apart)</b>	Breaking down information into its parts. The breakdown of communication into its constituent elements so that the relations between the ideas are clear.	discusses, uncovers, lists, dissects, classifies, determines sequence and consequence, compares and contrasts, sees cause and effect relationships, makes associations, verifies	analyze - dissect - distinguish - examine - compare - contrast - survey - investigate - separate - categorize - classify - organize, order
<b>Evaluating (judging)</b>	Judging the value of materials or ideas on the basis of set standards or criteria. Quantitative and qualitative judgments about value.	judges, disputes, forms opinions debates, assesses value, makes judgments and formulates reactions based on personal experience or available facts, persuades, solves problems	judge - decide/select/justify - evaluate - critique - debate - verify - recommend - assess
<b>Creating (Creating New)</b>	Putting together of ideas into a new or unique product or plan. The putting together of elements and parts so as to form a whole. Production of a unique communication.	discusses, generalizes, relates, contrasts, decision maker, makes inferences and draws conclusions, hypothesizes, creates, imagines, predicts	create - invent - compose - construct - design - modify - imagine - produce - propose - what if...

Source: [http://ed.sc.gov/agency/offices/cso/foreign\\_language/](http://ed.sc.gov/agency/offices/cso/foreign_language/) APPENDIX B: Revised Bloom's Taxonomy

### Graphing Activities

**Materials:** Flip charts, magnet bounds, "post-it" notes (for changeable graphs), bulletin boards, various pictures and objects

Graphing is an excellent mathematics-related activity that can be used with many different themes in a language classroom, even when students have relatively limited expressive language ability. The graph provides a meaningful context upon which to build language concepts, writing experiences can also flow from the graph. Students can write based on the information from the graph.

Beginning experiences with graphing might be entirely teacher directed and involve only physical responses on the part of the students. Some ideas for graphs that can be successful with beginning students are:

- Graphing of birthday in the class by months
- Graph of class by eye color/hair color
- Dark vs. light clothing
- Colors being worn by class members

- Graph of clothing items worn by class members on a particular day
- Types of sneakers
- Distance traveled to school
- Pets
- Favorite sports/hobbies, color, song, singer, TV show, movie, foods • Weather

Once the graphing activity has been completed, it can be the basis for a class discussion, used for comparisons, for recalling various bits of information about classmates which had previously been graphed, for writing exercises, and for a variety of other communicative activities. It can also be extended into mathematics by doing arithmetical computations for example: how many more students have a birthday in October than have a birthday in December? What percentage of students have a birthday in October? What fraction of the class has a birthday in September? The graph could be extended into culture-related activities if groups could be exchanged with a partner class in the target language country. The students could then compare and contrast their results with those from the target country. "Favorites" graphs would be especially suited for this.

At more advanced speaking stages, students might take surveys among their classmates about topics that interest them and graph the results, using their graphs to help explain their discoveries to their classmates.

### **Extracting Information from a Graph or Chart**

**Materials:** Bar and line graphs, charts, diagrams and symbols

**Level:** Beginning

Ask the students to fill in information related to graphs, charts, diagrams or symbols. They can do this as an individual activity in which each person has a complete copy of the graph or chart and must look for certain information according to questions posed by the teacher, or as an interactive language task in which each partner has half of the chart or graph filled in and together they must find the needed information to make one complete sheet. The questions asked can range from the simple to the complex.

# Culturally Connected



## Fantasy Experiences “Virtual Trips”

Instead of speaking in the native language about the culture of the new country, the teacher could take the class on a cultural fantasy virtual trip. By combining fantasy, culture, and elements of Total Physical Response the teacher can create a vivid, living connection between the students in the classroom and the target culture. Like simulations, virtual trips can place students in a setting that replicates important elements of the target culture and offers the opportunity to experience new feelings, new combinations of circumstances, and new solutions to familiar problems. The fantasy experience described below is highly structured and teacher controlled, designed to be used for early stages of language instruction, when it is often considered to be very difficult to deal with culture in the target language. Variations and adaptations of this technique can be used at every level of language instruction.

### Planning a Fantasy Experience

1. Precede major culture-bearing fantasies with shorter experiences.
2. Choose background music that is regular and unobtrusive. (Baroque string music works very well.)
3. Set the scene in a physical way, using masking tape, chair arrangement, or other physical means.
4. Choose topics that include possibilities for movement, props, and sounds as a part of the dramatic sequence.
5. Plan the sequence to include a beginning, a middle, and an end.
6. Build in elements of humor and surprise.
7. Choose a few appropriate props; do not over-prop.
8. Plan for natural communicative follow-up during succeeding class periods.

Fantasy activities such as those described here can provide very vivid, memorable experiences with the target culture. Since fantasy requires the suspension of disbelief, it is important that major or extended fantasies not be overused, or they will lose their special quality. Student willingness to suspend reality for extended periods of time will also diminish if elaborate fantasy experiences are planned too frequently.

### Suggested Format for Writing Cultural Fantasies

- Background
- Actions
- Props
- Sounds
- Language used by students

## Fantasy Berlin TV Tower Riding the Elevator to the Restaurant at the Top

**Background:** A walk in Berlin

### Actions

- pointing out TV tower in the distance
- pushing call button for elevator
- waiting for elevator
- Getting on the elevator
- Pushing button inside elevator
- Riding along with the motion of the elevator
- knocking on the elevator door when the door gets stuck
- leaving the elevator and going to the restaurant



### Props

- Elevator call button
- Buttons inside elevator
- Masking-tape outline of elevator corner of the room (lift masking to simulate opening of elevator door)
- Picture of Berlin TV Tower

### Sounds

- background music




### Language to be Used by Students .....

Adapted from: Curtain, H. & Dahlberg, C.A. (2004) *Languages and Children: Making the Match*, 3<sup>rd</sup> ed. New York: Allyn & Bacon (Pearson).

# Communicatively Purposeful

## PARTNER AND SMALL GROUP ACTIVITIES

Note: There are several ways for students to work with each other

	<p><b>1. Informal Pairs: Tell Your Partner</b> Students simply tell each other information according to the direction of the teacher. Tell your partner: "Good Morning." Tell your partner: "Turn to page 62." Tell your partner: "First we are going to ...."</p>
	<p><b>2. Students working together on a task.</b> Students could be reading together, or completing a puzzle together or completing an assignment together. In this case it is possible that only one student will do all the work.</p>
	<p><b>3. Students working in an interactive task or a jigsaw activity with an information gap</b> so that each one has a piece of the information and they <b>MUST</b> speak with each other.</p>

Interactive language tasks incorporate the benefits of cooperative learning and are an excellent vehicle to help students communicate in the second language. When students work cooperatively in pairs or small groups their opportunities for language use are multiplied. "Information gap" activities in which one partner or member of the group has information that the other partner does not have provides a context for meaningful communication. Goals of social development can also be reinforced through cooperative group work in the foreign language class, as students are placed in a position where they have need and motivation to communicate with one another.

**REMEMBER:** Partner and small group activities are for *practicing* language, *not* for *learning* language.

### Managing Student Behavior •

<p><b>Clear Expectations</b></p> <ul style="list-style-type: none"> <li>- on-track behavior</li> <li>- using the target language</li> <li>- coming to full quiet attention whenever the teacher asks</li> </ul> <p>• <b>Positive Attention</b></p> <ul style="list-style-type: none"> <li>- give attention and special recognition to teams that are <u>most</u> on-task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiet Signal</b> <ul style="list-style-type: none"> <li>- brings noise level down <u>quickly</u>. Students stop talking, give full attention to the teacher and have hands and bodies still</li> </ul> </li> <li>• <b>Recognition Systems</b> <ul style="list-style-type: none"> <li>- walk around and make <u>positive</u> comments</li> <li>- stop class and make positive comments about particular pair or group</li> </ul> </li> </ul>
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## Types of Partner and Small Group Activities

### Overarching Principles:

Information gap:	One person has information that the other person doesn't have
Opinion Gap:	One person has an opinion that the other person doesn't have
Jigsaw:	Members of a group each have different pieces of information and they must speak with each other to share the information and complete the assigned task.



- Interviewing/surveying Finding/giving information
- Following/giving directions/arranging Things
- Finding differences/ similarities
- Solving problems

# Interviewing/Surveying/Finding-Giving Information

## Solar System/ Planet Interview

Each student has the identity of a planet and has a sheet of information about the planet according to which he or she can answer the interview questions.

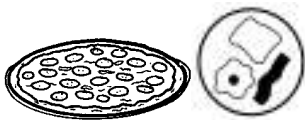
I interviewed \_\_\_\_\_ from the planet \_\_\_\_\_.

1. How large are you? \_\_\_\_\_
2. What color are you? \_\_\_\_\_
3. How far are you from the sun? \_\_\_\_\_
4. How hot are you? \_\_\_\_\_
5. Do you have any moons? If so, How many? \_\_\_\_\_
6. Do you have any rings? If so, how many? \_\_\_\_\_
7. How long is your day? \_\_\_\_\_
8. How long is your year? (How long does it take you to orbit the sun? \_\_\_\_\_)

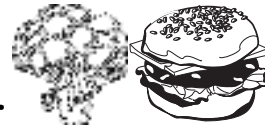
### Adaptations:

## Find Someone

Find someone is an interview activity that can be used again and again. It is often used as in ice-breaker activity but it can be used in many other ways. It works well at any stage of a thematic unit and provides a stimulus for oral language.



### Find Someone: Nutrition Unit



Find someone who likes to go to McDonalds. Name \_\_\_\_\_

Find someone who ate breakfast this morning. Name \_\_\_\_\_

Find someone who can name a protein. \_\_\_\_\_  
 Name of protein \_\_\_\_\_ Name \_\_\_\_\_

Find someone who can cook something. \_\_\_\_\_  
 What they can cook \_\_\_\_\_ Name \_\_\_\_\_

Find someone who can tell you one of the food groups. \_\_\_\_\_  
 A food group \_\_\_\_\_ Name \_\_\_\_\_

Find someone who hates to eat broccoli. Name \_\_\_\_\_

Marianne Soldavini, Milwaukee Public Schools

**Adaptations:**

# FINDING-GIVING INFORMATION

## Lets Make a Sandwich

**Materials:** Two pieces of bread and pictures of food items. (Visuals are cut out and each partner receives an envelope that contains small pictures.) Each partner has the same visual.

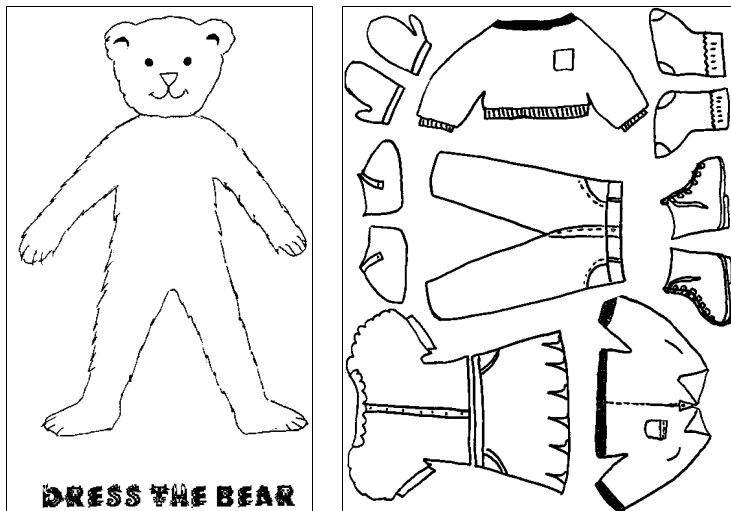
**Activities:** First each partner must individually make a sandwich with a specified number of items in it. (The other partner should not be able to see the first partner's work.) After each has made a sandwich they must interview each other to find out how many things are the same and how many things are different in their sandwiches.

**Extension:** Students can "pack" clothes for a trip or "cook" various foods and put them on a plate. Partners can dress paper dolls and accessorize them. Student s can build a "paper" community. They can direct each other to construct a historically accurate town square, and so

## Dress The Bear

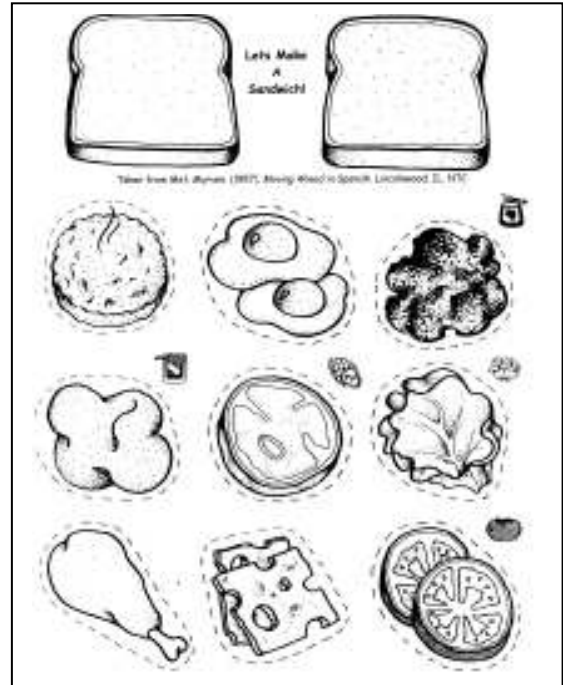
This activity is a template for a series of activities that could be done using paper manipulatives.

**Materials:** Picture of bear and bear's clothing



to the meaningfulness of the activity.

### Adaptations:



the

on.

Partner A "dresses" the bear and tells partner B how to dress the bear. Or ---- Each partner dresses the bear and they must find out how their bears are the same or different.

The activity can be placed in a context according to whatever is being studied: Animals and habitats, the food chain, the water cycle, life cycles, colonial towns, geography, landforms and so on.

Such a playful activity can be used at any level and can be the source of language and concept practice within a meaningful, fun context. Manipulating the pieces of paper adds a tactile dimension. The activity is playful and so also has an affective dimension .

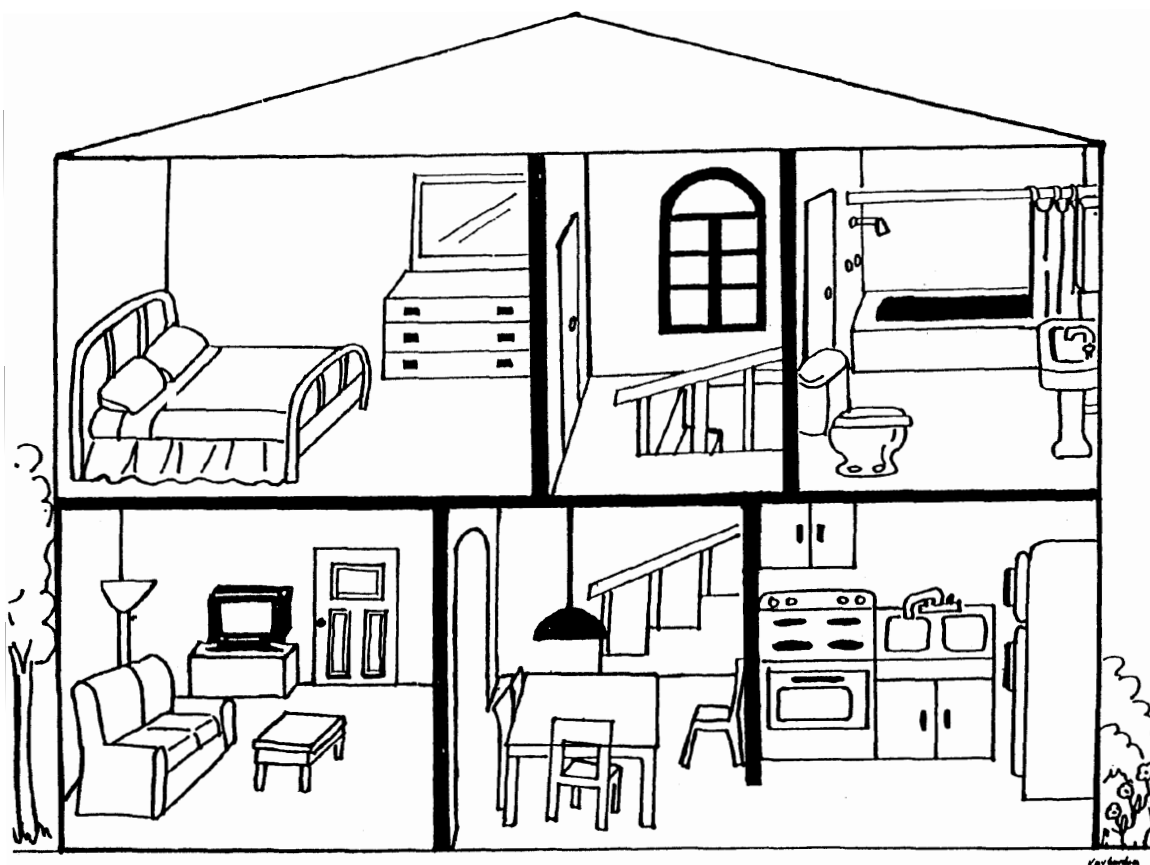
The game-like nature of the partner activity creates a mini-story in itself, thus adding another dimension

## Where's the Teddy Bear? (House)

**Materials:** Large picture of house with various rooms. Each partner has the same visual. Some small object or party favors, for example, a teddy bear counter.

**Activity:** Partner A places the teddy bear counter or other small object in a room of the house and Partner B must ask questions to find out where the object is hidden. The counter can be hidden in the middle of the room in order to make the questioning and vocabulary easier, or the counter can be hidden "in" "on" "under" or "next to" a certain object in the house, thus increasing the amount of vocabulary being practiced. When Partner B has found the object then Partner A must look for the missing object that Partner B will hide.

This is a very simple activity on which each partner "hides" the manipulative on a piece of paper or a page from a book. The picture could be very simple such as the house described here or it could depict something from the regular curriculum. The students could "hide" the bear on a geographical place, on various animal habitats, on certain countries, on certain parts of a painting and so on. In this way, the teacher can create an instant interactive activity with a picture and a manipulative. This activity makes an emotional connection for the students because the manipulative, in this case, a teddy bear counter allows the students to bring out their sense of play. Also the concrete and tactile nature of the bear helps the students make another connection to the brain. Other manipulatives may be used to make a cultural or content connection.

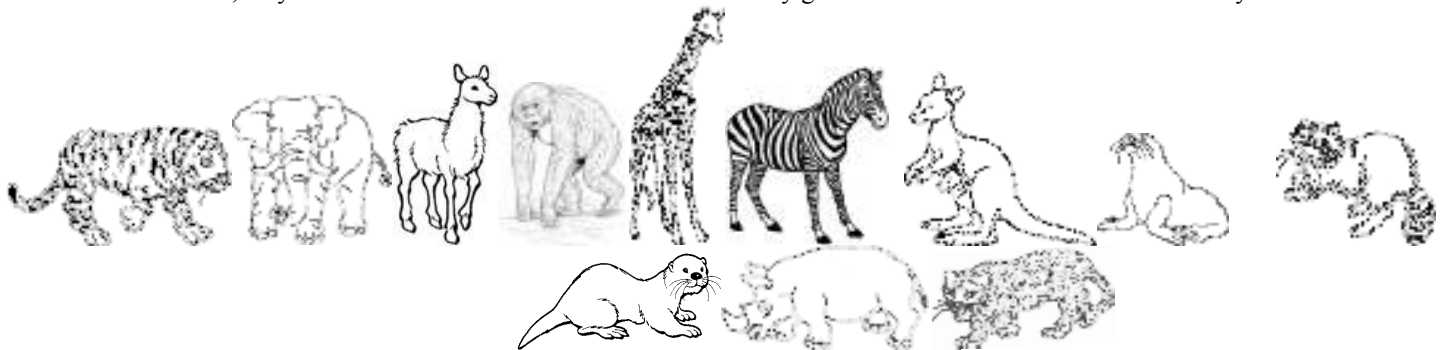


**Adaptations:**

# Animals Jigsaw

**Materials:** Each group of four (or 3 or 5) gets an envelope in which is information that has been divided

**Activities:** Each student in a group of 2 -5 has a piece of the information ( A strip of paper) needed to complete the task. Students must speak and share the information that they have in order to solve the puzzle or find the answer. Each student in the group reads number 1, First Student A, then Student B and C and D. After everyone has read number one, they must decide on the correct answer. Then they go on to number 2 and continue until they finish.



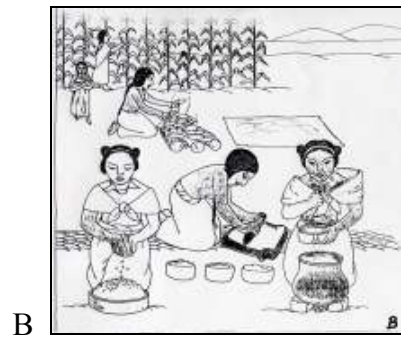
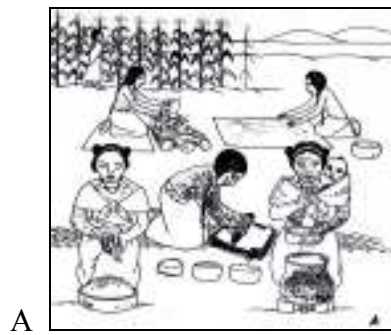
Student A	Student B	Student C	Student D
1. It's an African mammal.	1. It has stripes.	1. It lives in herds.	1. It ends in A
2. It's a type of ape.	2. It ends in N.	2. It has long arms.	2. It lives in trees.
3. It has black spots.	3. It lives in forests.	3. It's found in Africa and Asia.	3. It belongs to the cat family.
4. It lives in the Savanna.	4. It travels in small groups.	4. It's up to 5.5 meters tall.	4. It eats from trees.
5. It can be under water for 15-20 minutes	5. Its babies are white..	5. 1 – 6 inches of fat keep it warm..	5. It has flippers.
6. It has powerful back legs.	6. It hops.	6. It's found in Australia.	6. It carries its baby in a pouch.
7. It begins with L.	7.. It's found in South America.	7.. It belongs to the camel family.	7.. It can work at high altitudes.
9. It's the largest living land mammal.	9. It's an endangered animal.	9. It's highly intelligent.	9. It lives in Africa and Asia.

*Example adapted from Sandra Pucci.*

*Students can be given helps to complete the task. They can be given the pictures of the animals, or for even more scaffolding, they can be given a word list. The group leader could be given a second envelope with the scaffolding materials and the group can be told not to open the envelope unless they need help. Alternatively, the second envelope could be used to have the group check their work.*

**Adaptations:**

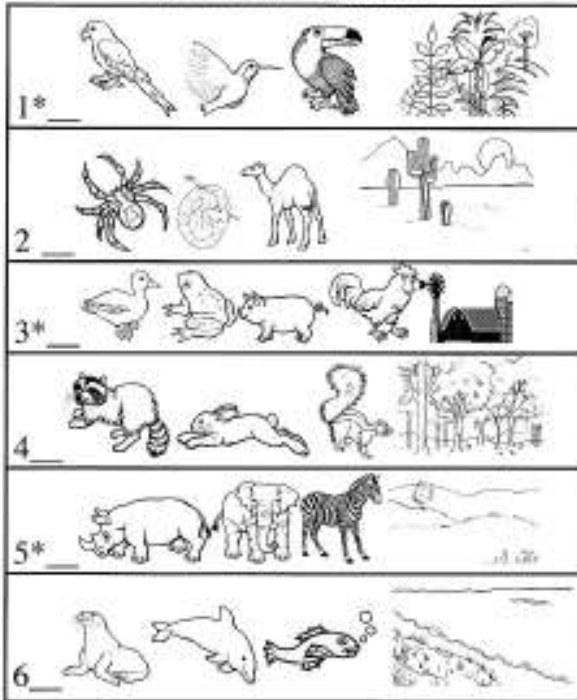
## Finding Differences: One Picture



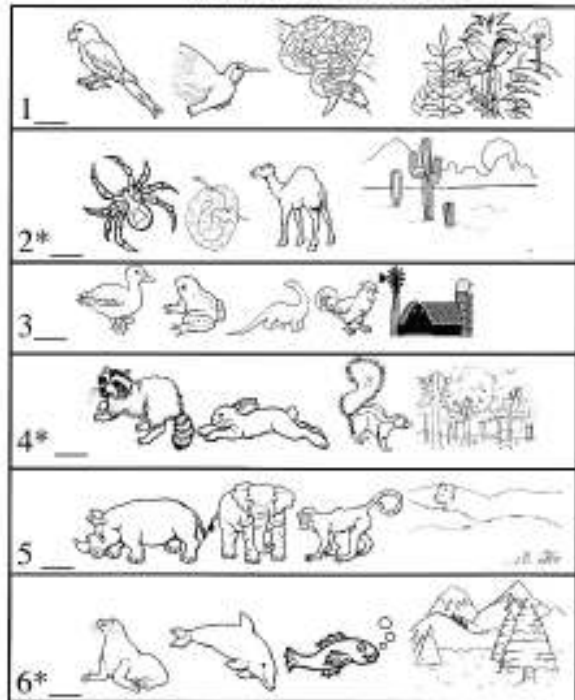
**Adaptations:**

## Finding Differences: More Than One Picture

### Animals and Habitats A



### Animals and Habitats B



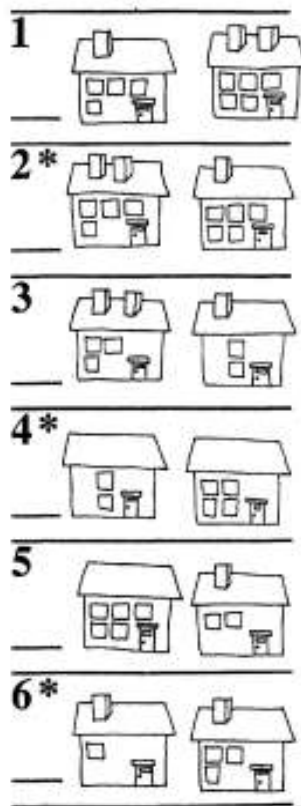
Students must first decide if they have the same pictures. Then they can go back and decide if the animals in each section actually live in the habitat pictured

## Our Houses

### A



### B



**Adaptations:**

# ESP

(Adapted from Constance K. Knop)

How strong is your ESP? On a scale of 1-5 (5 the highest) predict your ESP ability.

Do you know your partner? Can you read your partner's mind?

1. Decide how you will answer each of the questions. You must choose one answer.
2. Look at your partner. Write down what you think your partner will answer for each question.
3. Partner A asks the questions first. Score one point for each correct prediction.
4. Partner B asks the questions second. Score one point for each correct prediction. Compare the number of points you scored with your prediction of your own ESP.

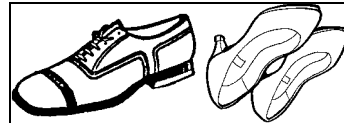
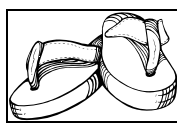
## Who has the most ESP?

(If you have time, work with your partner to predict how the teacher would answer.)

\*\*\*\*\*

1. If you need to finish a project, would you rather stay up late or get up early?
2. If you could have a new car, would you choose a sedan, a sports car, or an SUV?
3. Would you rather listen to country, rock, or classical music?
4. For a spring vacation, would you prefer to go to the mountains or to the beach?
5. When you go out for dinner, would you prefer to select your food from a buffet or order from a menu?

## Corners



- Teacher announces the corners. It is helpful to have visuals - either pictures or text posted in each corner.
- Give students time to think about which corner they would like to go to and why
- Students go to corners
- Students pair up to share. (This can be done several times)
- Students paraphrase in pairs -- students must tell what the people they have interviewed have said
- Results are shared with class.

Think of a place you would like to go wearing one of the pairs of shoes you see posted near the corners of the room. Go to the picture of those shoes. Find a partner and tell that partner where you are going to go wearing those shoes. Find another partner and tell that new partner where you are going to go wearing those shoes. Find a third partner and tell the third partner where your first two partners were going to go wearing their shoes