



Think Thematic: Designing Meaningful Language Lessons for 21st Century Learners

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ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

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COLORADO CONVENTION CENTER
NOVEMBER 18-20



Objectives

- Contextualize grammar and vocabulary practice
- Engage students in meaningful communication
- Progressively scaffold students' success

Guiding Questions

- *How can teachers use the National Standards and principles of thematic planning to transform traditional grammar and vocabulary lessons into engaging learning experiences that build students' communicative proficiency?*
- How can teachers use the Cultures, Connections, & Communities standards to contextualize grammar and vocabulary practice?
- How can teachers engage students in meaningful communication across all three modes using interactive activities and technology-infused tasks?
- How can teachers scaffold students' success?

... And she realized that she was embedded in a system whose values differed significantly from her own.

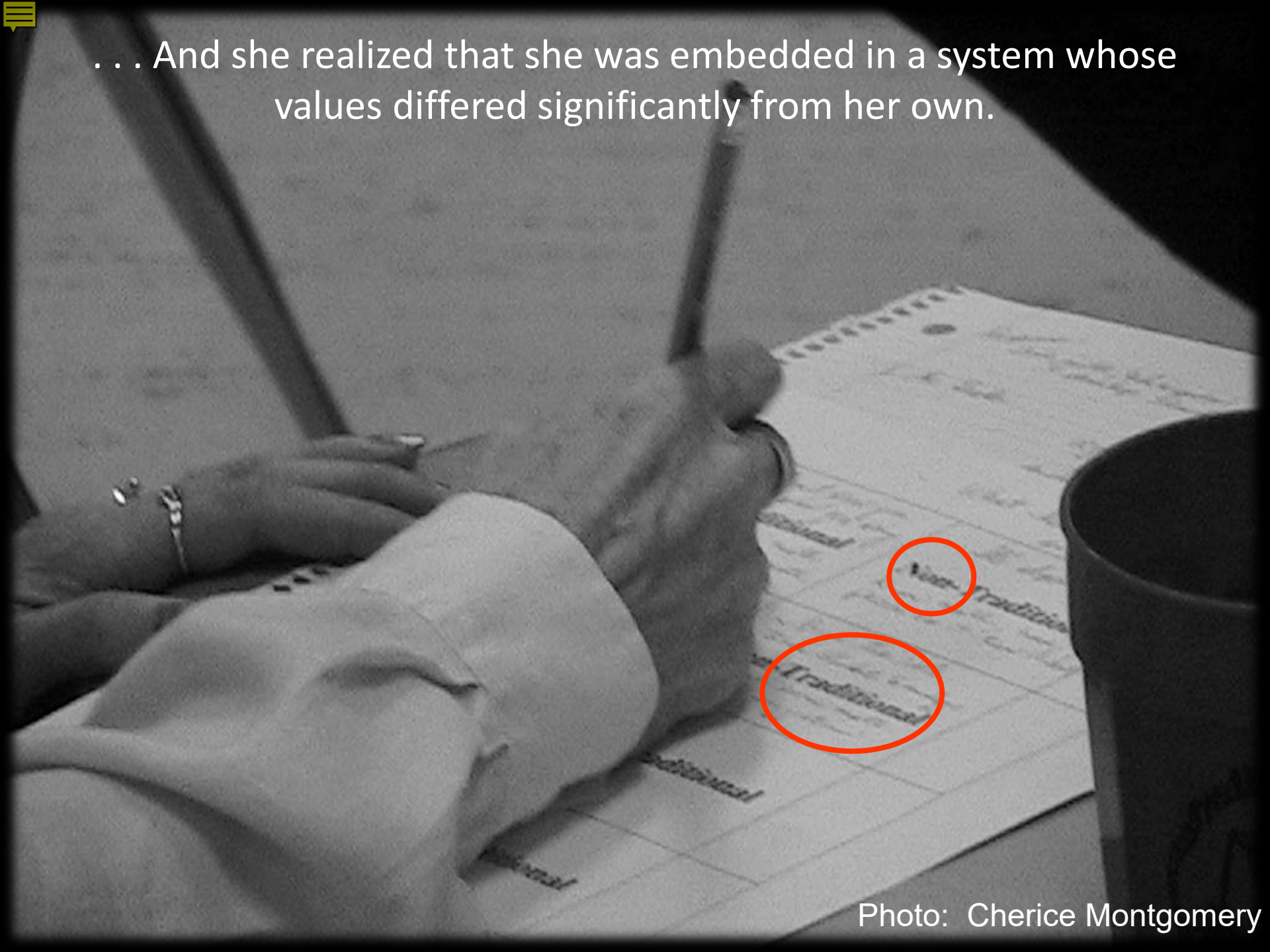


Photo: Cherice Montgomery




Photo: Cherice Montgomery

“If a cheetah has only 20 mph rabbits to chase for food, it won't run 70 mph while hunting. If it did, it would flash past its prey and go hungry! Though it might well run on its own for exercise, recreation, fulfillment of its internal drive, when given only rabbits to eat, the hunting cheetah will run only fast enough to catch a rabbit.

A zoo, however much room it provides for its cheetahs, does not feed them antelope, challenging them either to run full out or go hungry. Schools similarly provide too little challenge for the development of extraordinary minds.

To develop not just the physical ability but also the strategy to catch antelope in the wild, a cheetah must have antelopes to chase and room to chase them.” - [Stephanie S. Tolan](#)

A photograph of an empty classroom. The room is filled with rows of wooden desks and red chairs, arranged in a traditional classroom layout. In the background, there is a large blackboard and a smaller green chalkboard. The floor is light-colored tile. The text "What implications does the cheetah have for your classroom?" is overlaid in white, bold font in the upper center of the image.

**What implications does the cheetah
have for your classroom?**

Photo: Cherice Montgomery

What is creativity?

How we usually think about creativity. *Stay Out of School*. Retrieved November 3, 2010, from http://stayoutofschool.com/wp-content/uploads/2010/05/creativity_1.png

What creativity really is. *Stay Out of School*. Retrieved November 3, 2010, from http://stayoutofschool.com/wp-content/uploads/2010/05/creativity_2.png

Creativity
comes from
seeing deep
connections
between
seemingly
unrelated
things



Photo: [Piotr Bizior](#)

Yo soy como un dinosaurio porque
me gusta comer



Photo: Sara Woolstenhulme

Yo soy como un gato porque me gusta ser perezoso.



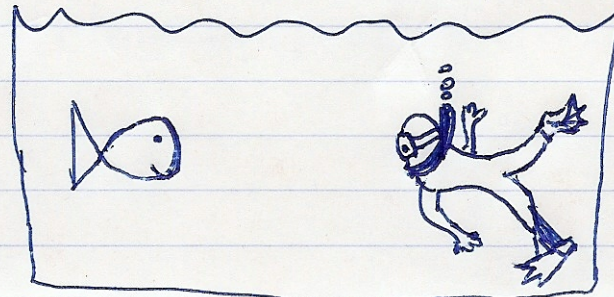
Yo soy como el patito porque yo soy
pequeña.



yo soy como un perro porque yo soy simpática



1. Yo soy como un pez porque me gusta nadar.





Attention

**Personal
Relevance**



**Prior Knowledge &
Experiences**

Emotion

Novelty

Thinking

“Foreign” Context

Engagement

Modeling

Conversations
with Peers

Experiences with . . .

Examples (Patterns)

Reflection

Multiple
Representations





Creativity

<http://www.flickr.com/photos/tza/3214197147/>



Retail Alphabet Game

by Joey Katzen

D

esign

Principles

G R A P H I C S

uide the attention, the eye, and the mind

relationships (Repetition & Rule of Thirds)

ignment (Focus & Flow)

roximity (Group related items, separate unrelated)

armony

nterest

ontrast & Consistency

mplicity

Purposes

Activate attention

Build meaningful patterns for the brain

Communicate conceptually

Develop ideas in layers of space

Engage emotions, eyes, and intellect

Graphic design is about . . .

- Perspective** – *creating and packaging meaning*
- Purposes** – *scaffolding a reader's engagement with ideas*
- Problems** – *solving aesthetic, conceptual, and spatial problems*
- Principles** – *expressing "the greatest number of ideas in the shortest time with the least ink in the smallest space" (Edward Tufte)*
- Process** – *"listening" to and being led by the work*

Standards-based Objective:

(What will students DO with their language in "real life" after this lesson that they could not do before?)

Students will [standards-based communicative function] about [context/vocabulary topic] using + [grammatical structure] ‡ [performance parameters - accuracy, frequency, quantity, time].

Assessment Task:

(What will students PRODUCE or PERFORM as evidence that they have achieved the objective?)

Context for the Lesson:

(How will the Cultures, Connections, & Communities standards provide an authentic audience, purpose, setting, and resources for communication?)

Social Issue (Communities)	Culturally Authentic Materials (Cultures)	Content from Other Disciplines (Connections)
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Targeted Grammatical Structure:

Key Vocabulary Words: 1) 2) 3) 4) 5) 6) 7)



- 1 Warm-up: _____
Capture Attention + Activate + Build Prior Knowledge
- 2 Contextualized Experience: _____
Shared Experience with Language, Content, Culture
- 3 Focus on Meaning: _____
Explore the Meaning of the Content for Self & Society
- 4 Focus on Form: _____
Identify Patterns in the Language (Grammar & Vocabulary)
- 5 Focus on Communication: _____
Interpersonal Communication about the Content
- 6 Closure: _____
Summarize + Reflect + Connect + Extend + Preview
- 7 Homework: _____
"Real Life" Product for Authentic Audiences & Purposes
- = Assessment Task



TEXTBOOK
**Grammar &
Vocabulary**

Photos: Cherice Montgomery

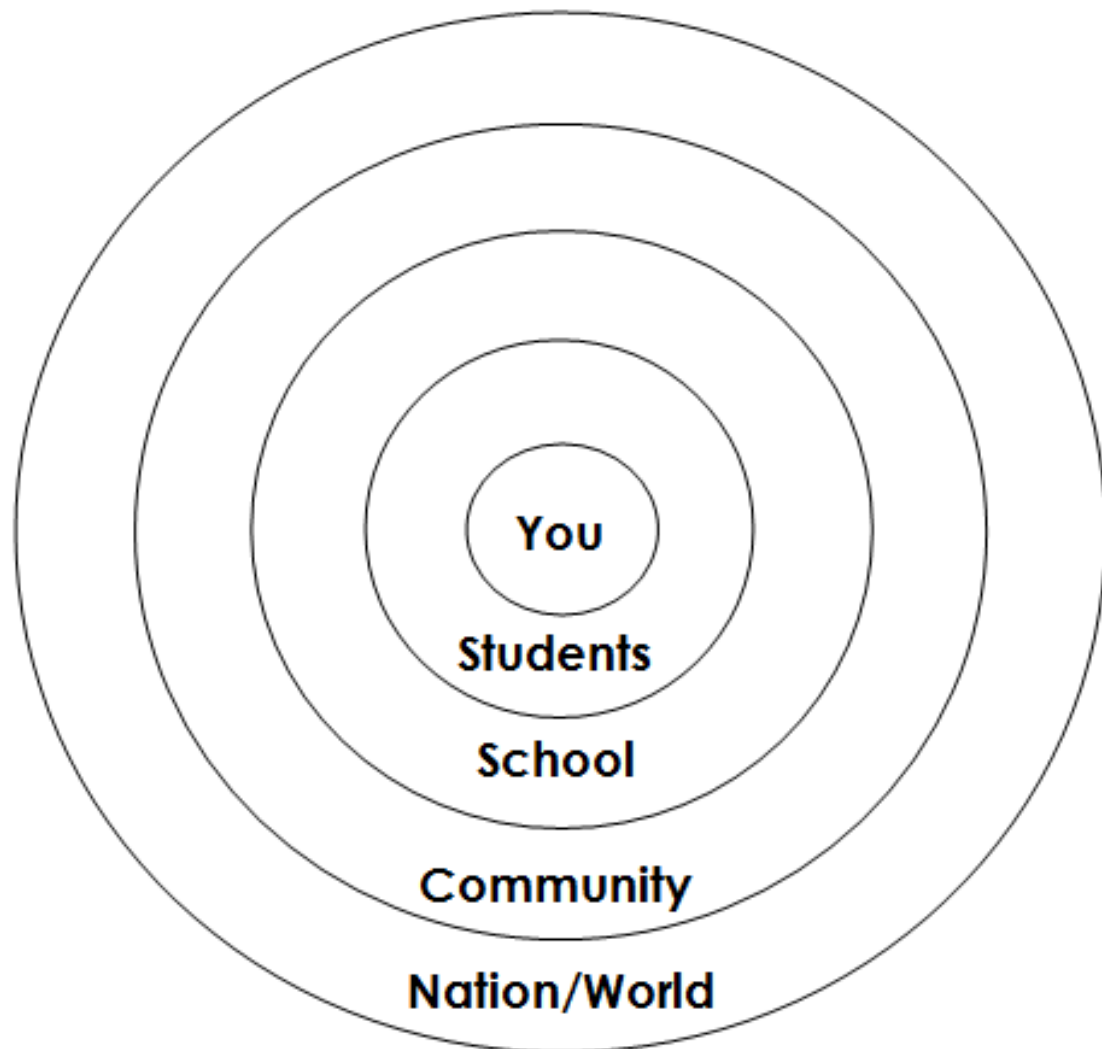


Photo: [Sanja Gjenc](#)

Social Circles of Consideration

List current events, problems, and/or concerns for each group of people.

**Economic • Emotional • Intellectual •
Physical • Political • Social • Spiritual**

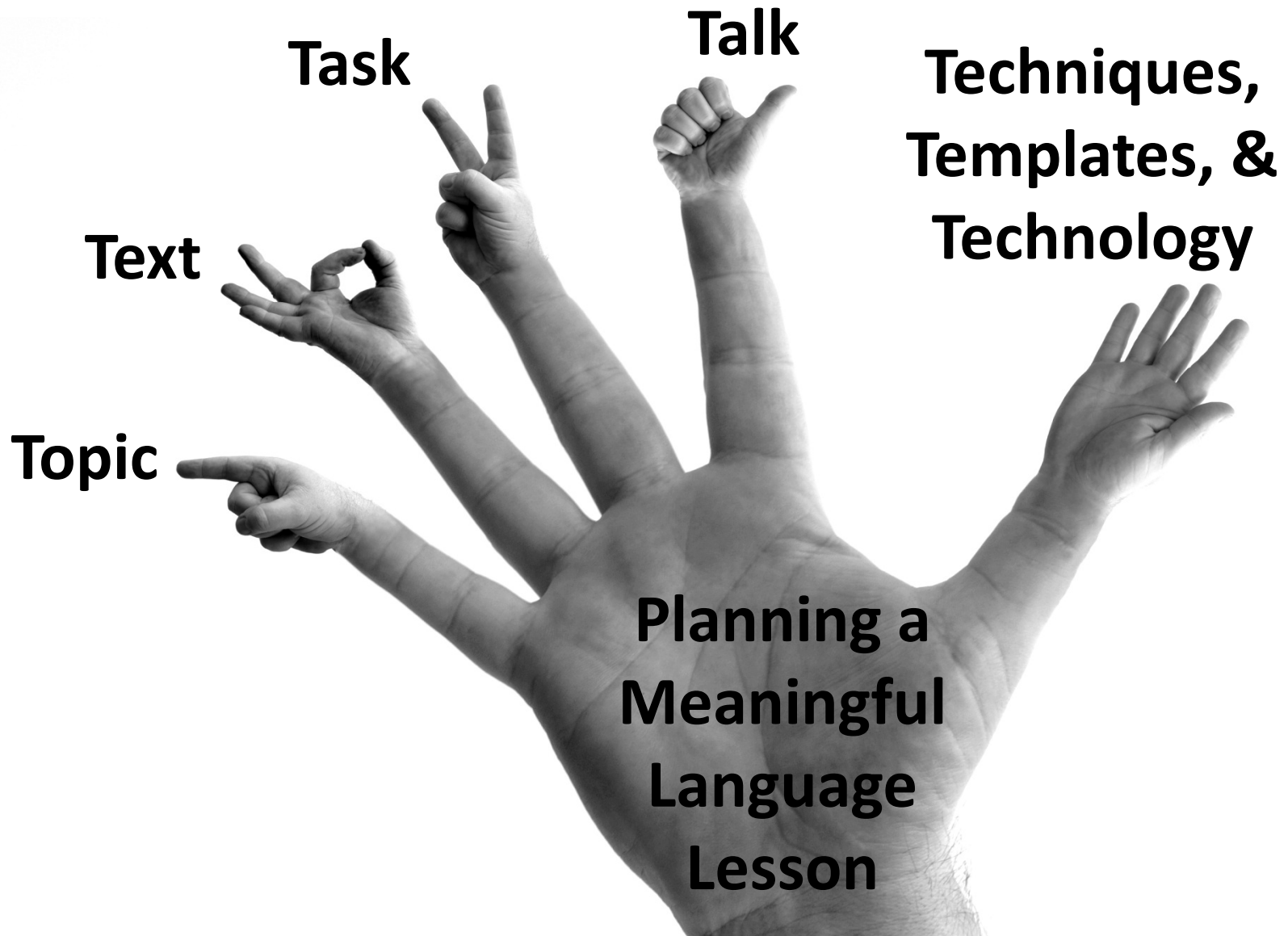




Social Issues



Photo: [Ambrozio](#)



Topic

Text

Task

Talk

**Techniques,
Templates, &
Technology**

**Planning a
Meaningful
Language
Lesson**



Heroes

Friendship & Love

Advertising

Environment

Exploration

Personal Identity

TOPIC



Childhood

**Health,
Nutrition, &
Safety**

**Planning
a Meaningful
Language
Lesson**



¿Qué es lo que tu ropa enseña de ti?

La ropa tradicional es parte de su **cultura** y parte de su *identidad*. La ropa puede decirnos de donde es una persona.





¿Enseña tu ropa...

...de dónde eres?

...qué te gusta hacer?

...su nivel social/
económico?



Esta

Esa

Aquella ropa enseña que...

...es de Guatemala.

...le gustan los caballos.

...tiene mucho dinero.



Art

Advertisement

Comic Strip

Audio Clip

Magazine or
Newspaper Article

TEXT

Realia

Play

Short
Story

Poem

Video
Clip



Planning
a Meaningful
Language
Lesson

Song

Commercial

Puppet Show

Documentary

Fairy Tale

TASK

Show & Tell

Survey

Fashion Show

Mixer

Jigsaw

Simulation

Interview

Soap Opera

Newscast

Role Play

Planning a Meaningful Language Lesson

Talent Show

Public Service Announcement





Circumlocution

**Describe &
Draw**

Inside/Outside Circles

Games

TALK

**Inside/Outside
Circles**

Read & Retell

Skits

Podcasting

**Story
Switches**

**Planning
a Meaningful
Language
Lesson**

**Service
Learning**





Multiple Intelligences



TECHNIQUES, TEMPLATES, & TECHNOLOGY



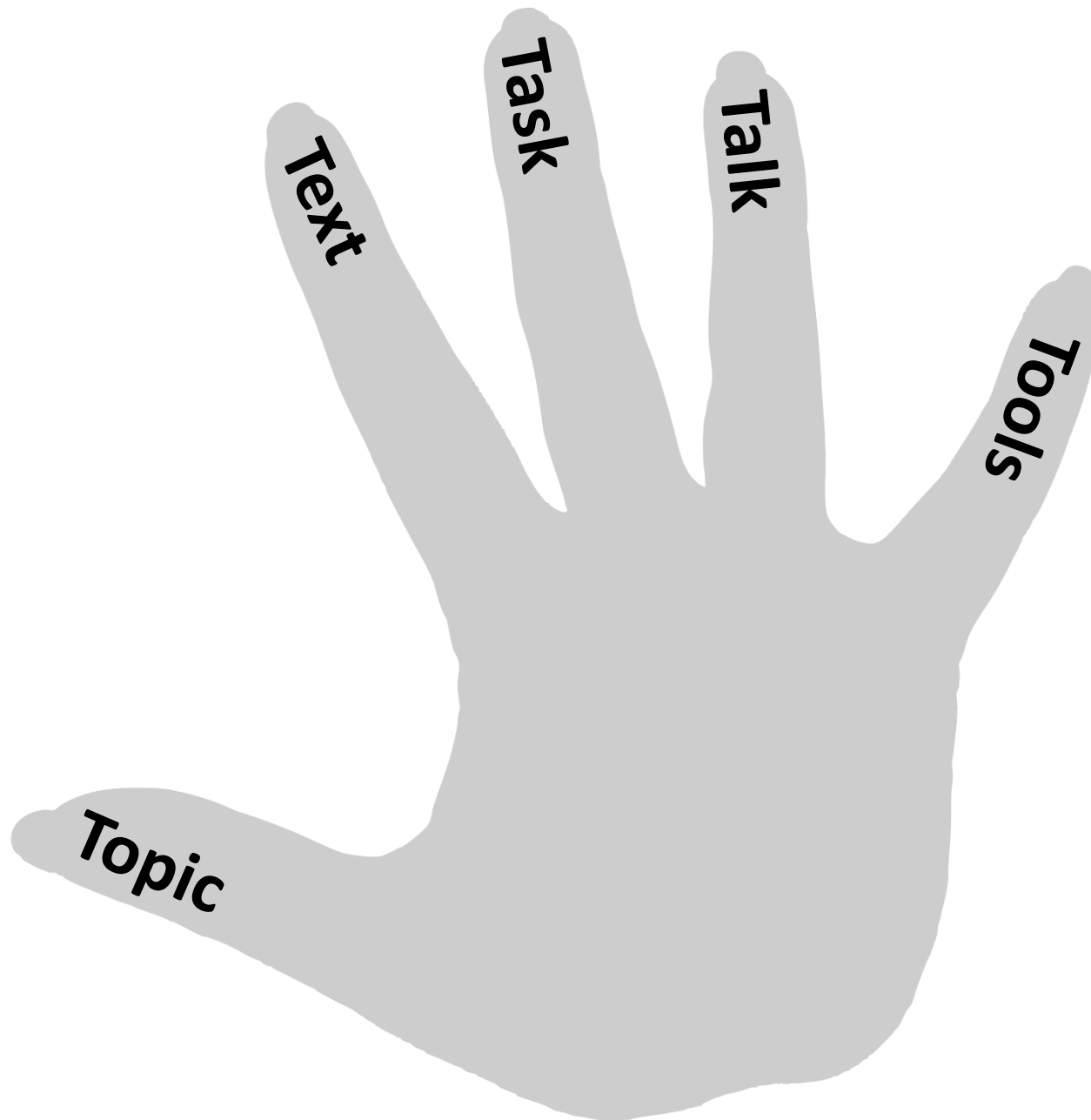
Reading Strategies



Scaffolding



Planning a Meaningful Language Lesson



Lesson Plan – Paso a Paso, Chapter 5: Daily Routines of E.T.s

Standards-based Objective:

(What will students DO with their language in "real life" after this lesson that they could not do before?)

Students will describe daily routines of extraterrestrials using reflexive verbs and extracurricular activity vocabulary in at least 10 sentences.

Assessment Task:

(What will students PRODUCE or PERFORM as evidence that they have achieved the objective?)

Students will create a poster describing extraterrestrial life on another planet in Spanish using reflexive verbs and vocabulary about outer space and extracurricular activities.



Context for the Lesson:

(How will the Cultures, Connections, & Communities standards provide an authentic audience, purpose, setting, and resources for communication?)

Social Issue (Communities) Space Exploration

- Censorship of information (Edgar Mitchell)
- Extraterrestrial Life
- Mission to Mars
- SETI: UFOs

Culturally Authentic Materials (Cultures)

- ALMA Array in Atacama, Chile (News Clip)
- Lataje (Music Video)
- José Hernández (Interview)
- Mayan Astronaut in Palenque (Documentary)

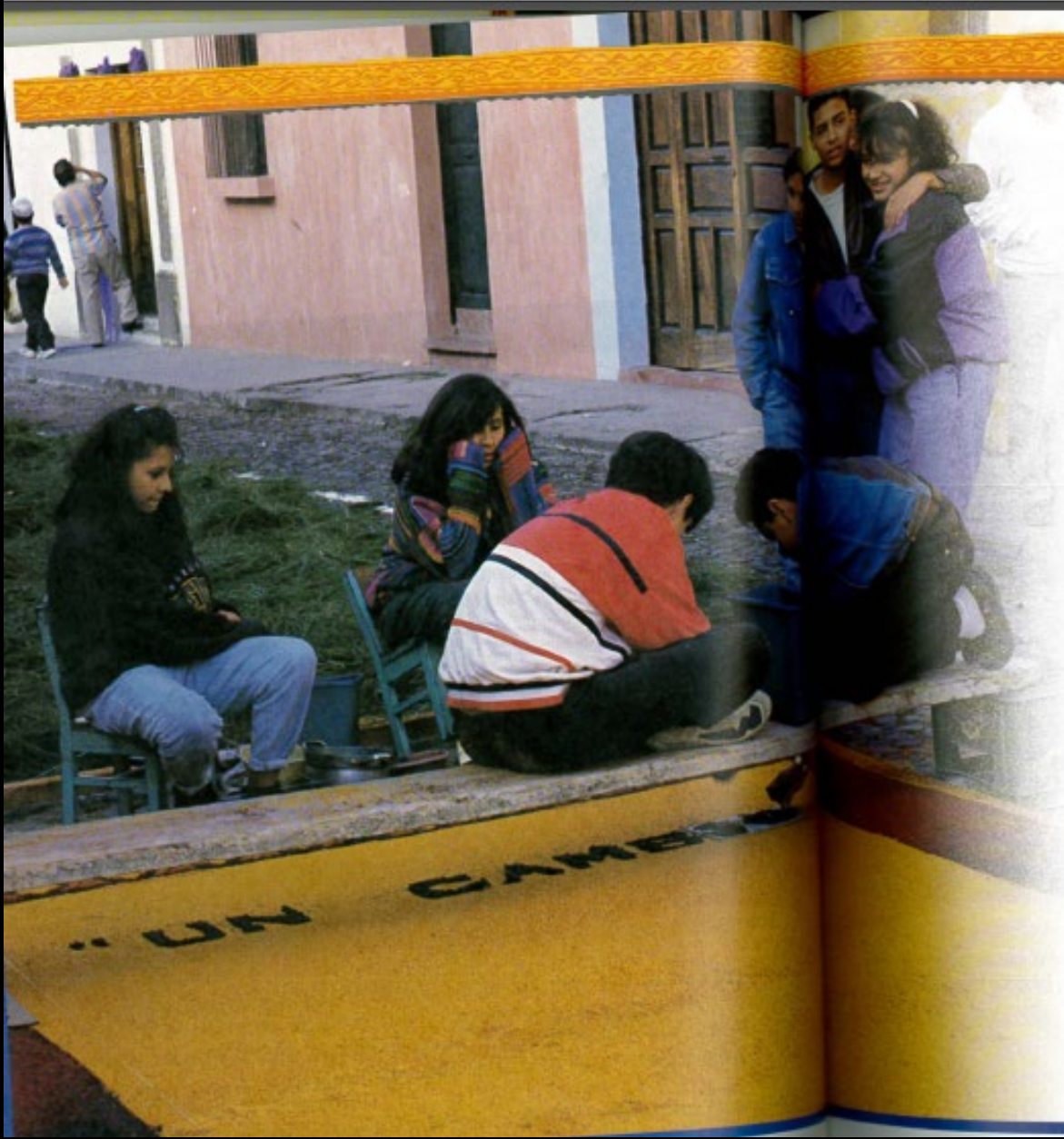
Content from Other Disciplines (Connections)

- Music: Lataje by Miquel Espadri; Siquel by Jesse y Joy; La canción de los pajaritos by Enrique y Ana
- Literature:
- Science: Astronomy

Targeted Grammatical Structure: Reflexive Verbs

Key Vocabulary Words: 1) el astronauta, 2) el extraterrestre, 3) la nave espacial, 4) el OVNI, 5) el planeta, 6) los ser buscados, 7) explorar

- 1 Warm-up: ¿Te gusta cuidar a los niños?**
Capture Attention + Activate & Build Prior Knowledge
 - 2 Contextualized Experience: Videos: Atacama; Hubble; Mitchell; Palenque**
Shared Experience with Language, Content, Culture
 - 3 Focus on Meaning: Conversación: ¿Hay vida en otros planetas?**
Explore the Meaning of the Content for Self & Society
 - 4 Focus on Form: PowerPoint: Niños extraterrestres**
Identify Patterns in the Language (Grammar & Vocabulary)
 - 5 Focus on Communication: ¿Cuidarás a mis niños extraterrestres? Mixer**
Interpersonal Communication about the Content
 - 6 Closure: Ticket Out**
Summarize + Reflect + Connect + Blend + Preview
 - 7 Homework: Poster Project: Life on Other Planets**
"Real Life" Product for Authentic Audiences & Purposes
- = Assessment Task**



CAPÍTULO 2

¿Qué haces todos los días?

OBJECTIVES

At the end of this chapter, you will be able to:

- describe your day before and after school
- talk about which extracurricular activities you prefer
- compare your extracurricular activities with those of another student
- compare students' extracurricular activities in Guatemala and the United States

Prentice Hall: Paso a Paso 2

Haciendo una alfombra de semillas (sawdust) en Antigua, Guatemala

Vocabulary List from *Paso a Paso 2* by Prentice Hall

Resumen del capítulo 2

Usa el vocabulario de este capítulo para:

- describe your day before and after school
- talk about which extracurricular activities you prefer
- compare your extracurricular activities with those of another student

to indicate daily routine

acostarse (*o* → *ue*)
 bañarse
 la cara
 cepillarse (los dientes / el pelo)
 desayunar
 el despertador
 despertarse (*e* → *ie*)
 ducharse
 lavarse (la cara / el pelo)
 levantarse
 peinarse
 secarse (el pelo)
 soler (*o* → *ue*) + *inf.*
 vestirse (*e* → *i*)

to indicate time

antes de + *inf.*
 después de + *inf.*



to discuss extracurricular activities

la actividad extracurricular
 el anuario
 las artes marciales
 el club, *pl.* los clubes
 el consejo estudiantil
 cuidar niños
 el equipo
 ganar
 literario, -a
 el miembro
 participar (en)
 el periódico (de la escuela)
 repartir
 la revista (literaria)
 ser miembro de
 trabajar como voluntario(a)
 el tutor, la tutora



to discuss music

la banda
 la canción, *pl.* las canciones
 cantar
 el coro
 la orquesta
 el instrumento musical
 el clarinete
 el contrabajo
 la flauta
 el piano
 el saxofón, *pl.* los saxofones
 el tambor
 la trompeta
 el violín, *pl.* los violines

other useful words
 and expressions

depender
 de buen / mal humor
 fácilmente
 es necesario
 hay que + *inf.*
 mismo, -a
 por lo menos
 según
 sin
 uno



Textbook as Springboard to Conceptual Topic

¿Qué haces todos los días?

Gramática en contexto

Entrevista con un astronauta

REPORTERO Hoy está con nosotros un astronauta, el señor Montero. Señor Montero, ¿es muy difícil trabajar en el espacio?

ASTRONAUTA No tanto. Uno se acostumbra rápido.

REPORTERO ¿Duermen en camas?

ASTRONAUTA Buena, dormimos en sacos de dormir atados a la pared.

REPORTERO ¿Cómo se despiertan?

ASTRONAUTA Nos despertamos con música.

REPORTERO ¿Y cómo se cepillan los dientes?

ASTRONAUTA Nos cepillamos los dientes con pasta dentífrica, como todo el mundo.

REPORTERO ¿Y cómo se bañan?

ASTRONAUTA Nos bañamos con una esponja y un poco de agua.

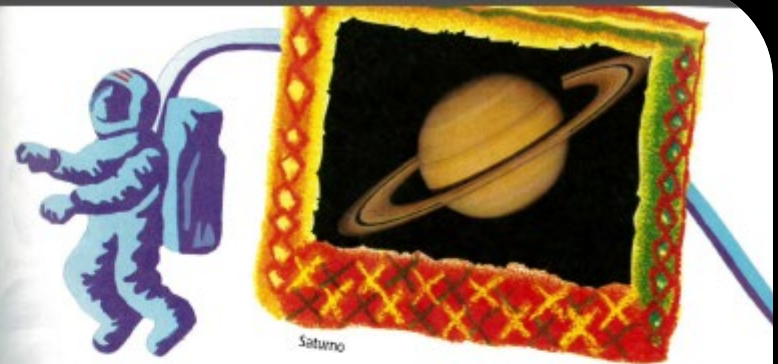
REPORTERO ¿Dónde se lavan las manos?

ASTRONAUTA En una fuente de agua que está debajo de una cúpula de plástico.

REPORTERO Bueno. Gracias por su visita, Sr. Montero. Y gracias a ustedes por ver este programa. Hasta la próxima semana.



74 Capítulo 2



Saturno

Los verbos reflexivos

Reflexive verbs are generally used to tell that a person does something to or for him- or herself. A reflexive verb has two parts: a reflexive pronoun (*me, te, se, nos, os*) and a verb form. Here are all the present-tense forms of *levantarse*:

(yo)	me levanto	(nosotros)	nos levantamos
(tú)	te levantas	(vosotros)	os levantáis
Ud.	se levanta	Uds.	se levantan
(él)		(ellos)	
(ella)		(ellas)	

- Except for *se*, the reflexive pronouns are the same as the indirect object pronouns. They usually come before the verb, but they may also be attached to an infinitive.

Me voy a lavar el pelo.
Voy a lavarme el pelo.

- When using reflexive verbs to talk about parts of the body, we usually use the definite article.

Nos lavamos el pelo. We're washing our hair.
¿Te cepillas los dientes? Are you brushing your teeth?

¡NO OLVIDES!

Do you remember the expression *debes quedarte en la cama*? It uses the reflexive verb *quedarse*, "to remain, to stay."

¡NO OLVIDES!

You know the indirect object pronouns.

me (to / for) me
te (to / for) you
le (to / for) him, her, it, you (formal)
nos (to / for) us
os (to / for) you (pl.)
les (to / for) them, you (pl.)


Gramática en contexto 75

En busca de vida extraterrestre

Por Travis Moss y
Cherice Montgomery



Image: [CJLUC](#)



Haga clic sobre las imágenes
para ver videos relacionados
con cada pregunta.




¿Cómo son los astronautas?

Photo: [Kenn Kiser](#)



¿Adónde
van los
astronautas?



A photograph of an astronaut in a brown jumpsuit sitting on a white platform in a space module. The astronaut is looking towards a circular airlock module in the center. The module has a white door with a blue handle and a blue ring. To the right, there are large white corrugated pipes and a speaker intercom unit labeled 'SPEAKER INTERCOM'. The floor is white with blue handrails and various equipment. The text '¿Qué hacen los astronautas cada día?' is overlaid on the left side of the image.

**¿Qué
hacen los
astronautas
cada día?**

A long-exposure photograph of a night sky showing star trails. The stars have moved in circular patterns around a central point, creating a sense of rotation. The sky is a deep blue color. In the bottom left corner, there is a dark silhouette of a tree. In the bottom right corner, there is a small yellow icon of a speech bubble.

¿Cómo es nuestro
universo?

Photo: [Troy Newell](#)

A.L.M.A.

The Atacama Large Millimeter/Submillimeter Array



Image courtesy of ALMA/ESO/NRAO/W. Garnier (ALMA). (For details, see [Image Use Policy](#)).

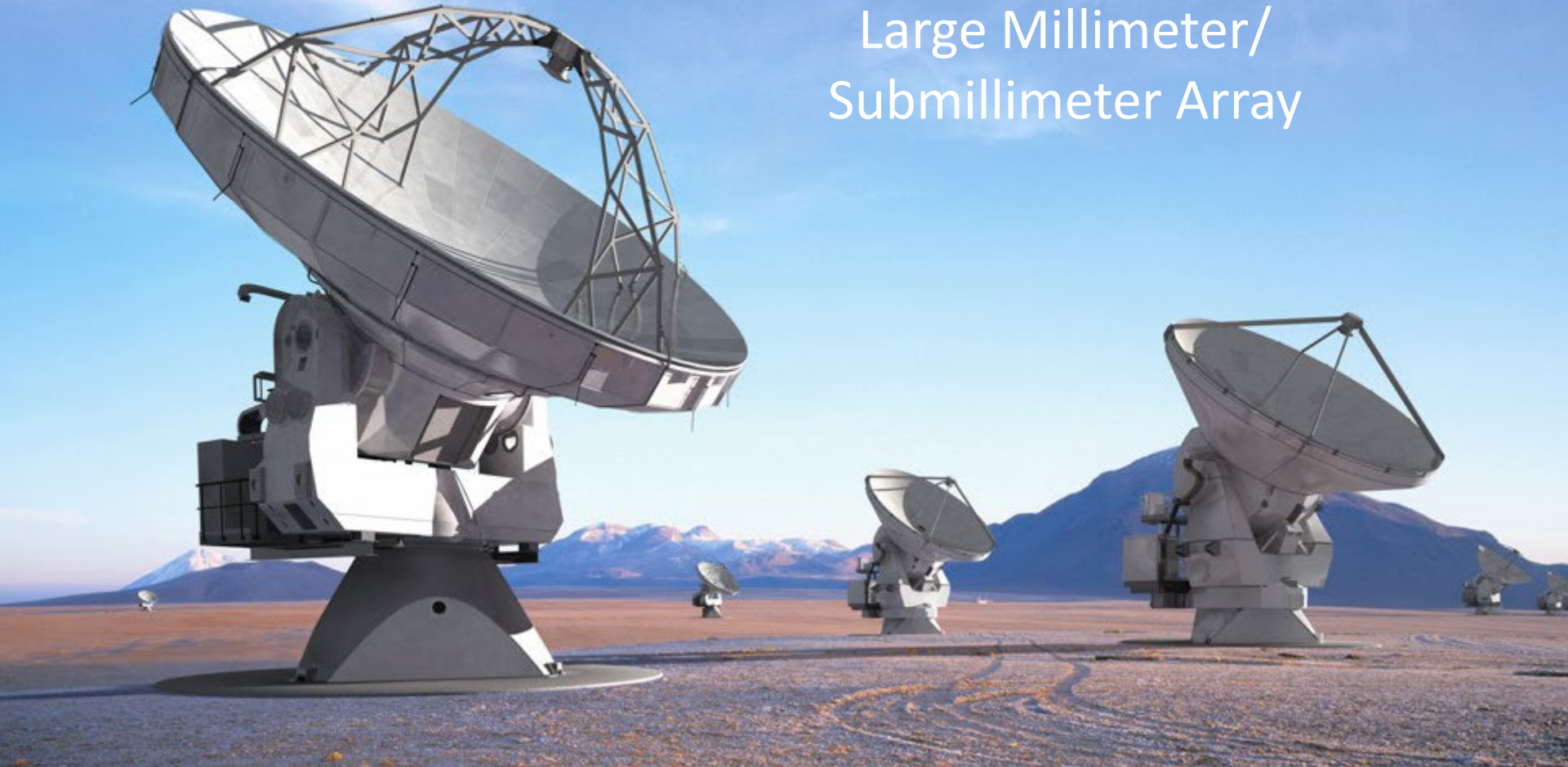


¿Por qué en Atacama, Chile?

Image: Microsoft Clipart
Map: [Barun Patro](#)

A.L.M.A

The Atacama
Large Millimeter/
Submillimeter Array



Una foto de A.L.M.A.



ALMA (ESO/NAOJ/NRAO). Visible light image: The NASA/ESA Hubble Space Telescope

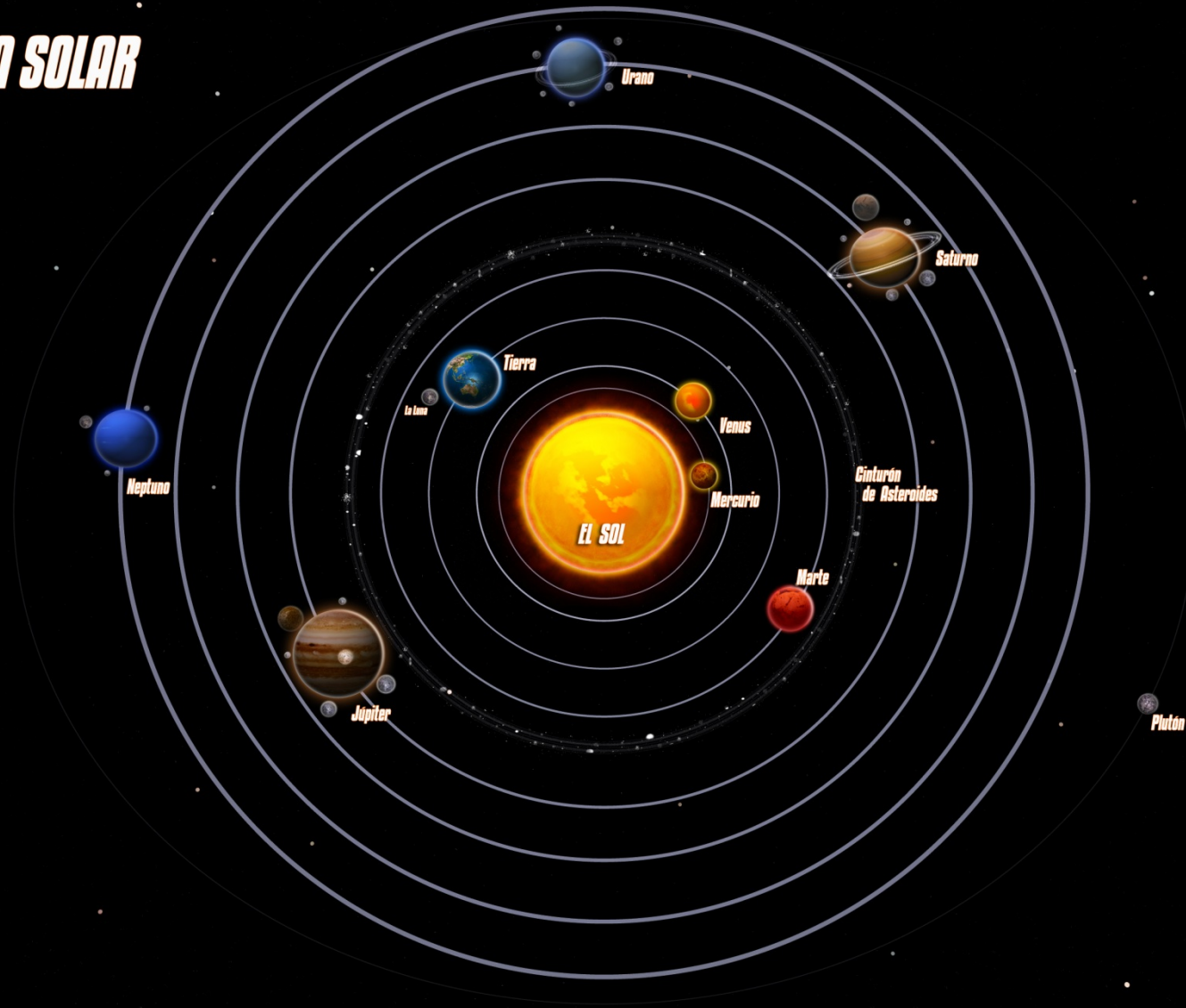


¿Hay vida
extraterrestre en
nuestro universo?



¿Cómo se llaman los planetas?

EL SISTEMA SOLAR

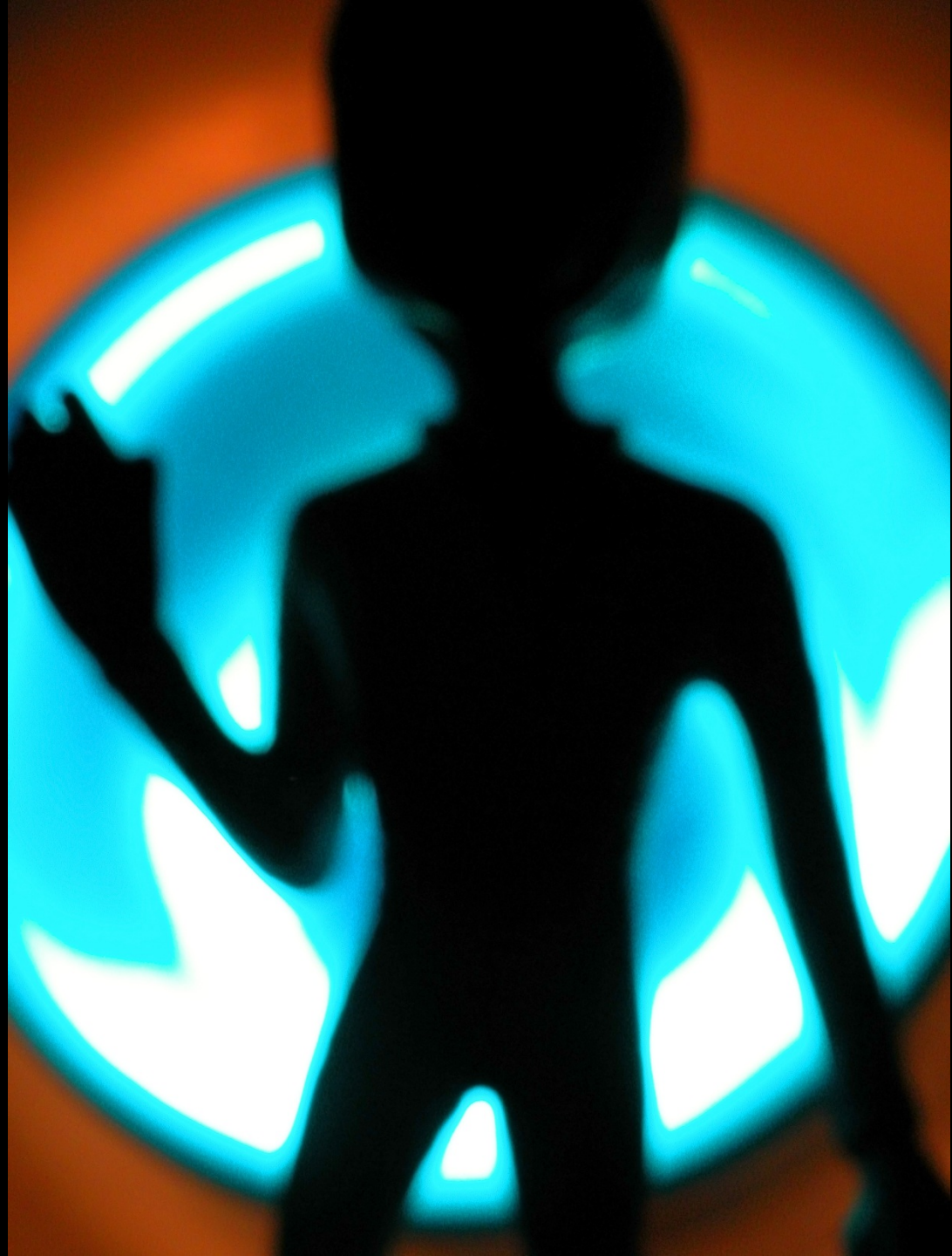




¿Cómo
son otros
planetas?




¿Cómo
son
los
de otros
planetas?





¿Cómo es la vida diaria
de los extraterrestres?

A close-up photograph of a hand with a dark, possibly black, skin tone. The hand is positioned palm-up, with fingers slightly spread. Numerous bright, white, starburst-like points of light are scattered across the hand, particularly concentrated on the fingers and the palm. The background is dark and out of focus, with some faint, circular light patterns. The overall mood is mysterious and futuristic.

¿Qué les gusta
hacer los
extraterrestres?

Image: [Aldon Scott McLeod](#)

Instrucciones para el proyecto



- 1) Contesten las preguntas.
- 2) Representen la información en forma visual (cartel o presentación electrónica).
- 3) Presenten la información en un grupo pequeño.
 - ¿Cómo se llama el planeta donde viven sus extraterrestres?
 - ¿Cómo es el planeta donde viven sus extraterrestres?
 - ¿Cómo son sus extraterrestres?
 - ¿Cómo es su vida diaria?
 - ¿Qué les gusta hacer sus extraterrestres?

GALAXAR



- Es un planeta gigante
- Tiene un anillo
- Es muy grande
- Es muy bonito
- Es muy interesante
- Es muy curioso
- Es muy divertido
- Es muy divertido
- Es muy divertido
- Es muy divertido

- Galaxarans están azul y amarillo
- Tienen 40 piernas y 3 ojos
- Adoran a los Quantanium
- Se quieren comer "JELL-O"
- Perro no le gusta "Dinámica"
- Se levantan a la 3:00 en la mañana
- No se piensan, por que no tienen pelo



- Esta muy Grande
- Esta azul y blanco
- Tiene un anillo



- Se Lavan la cara, y los ojos a la 5:00 en la mañana
- Se visten, y ponen los jumpsuits
- Se cepillan los dientes
- No se permiten fumar





¿Preguntas?

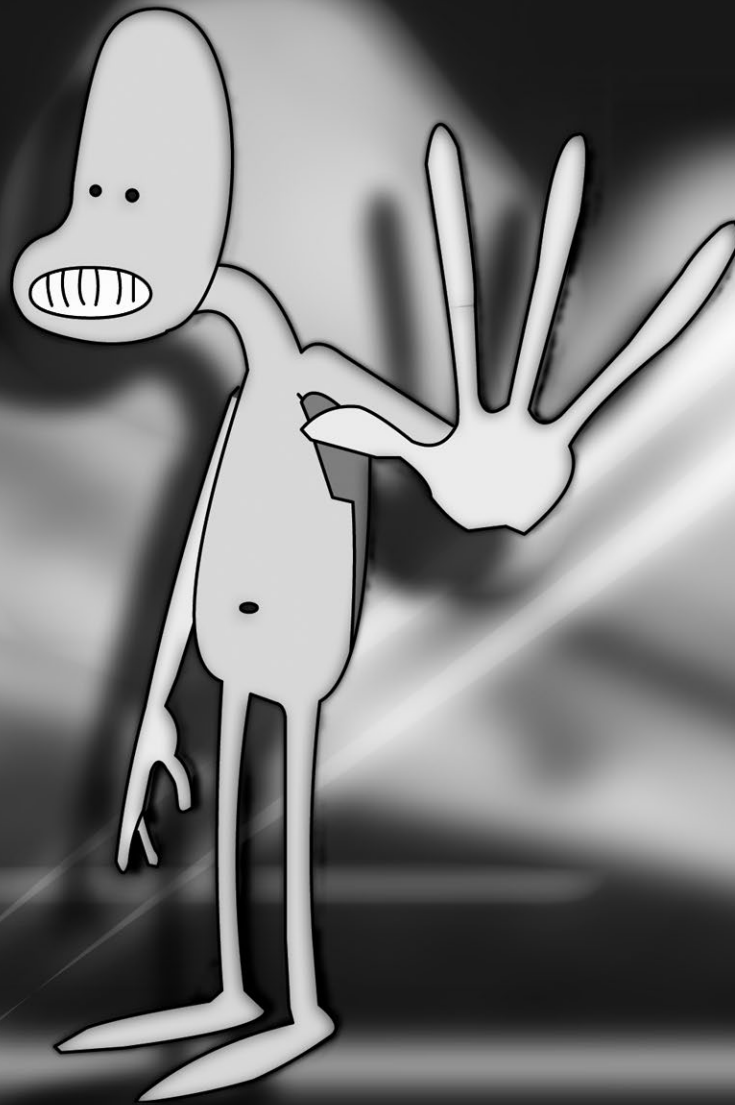


Image: [Päivi Rytivaara](#)

Los extraterrestres

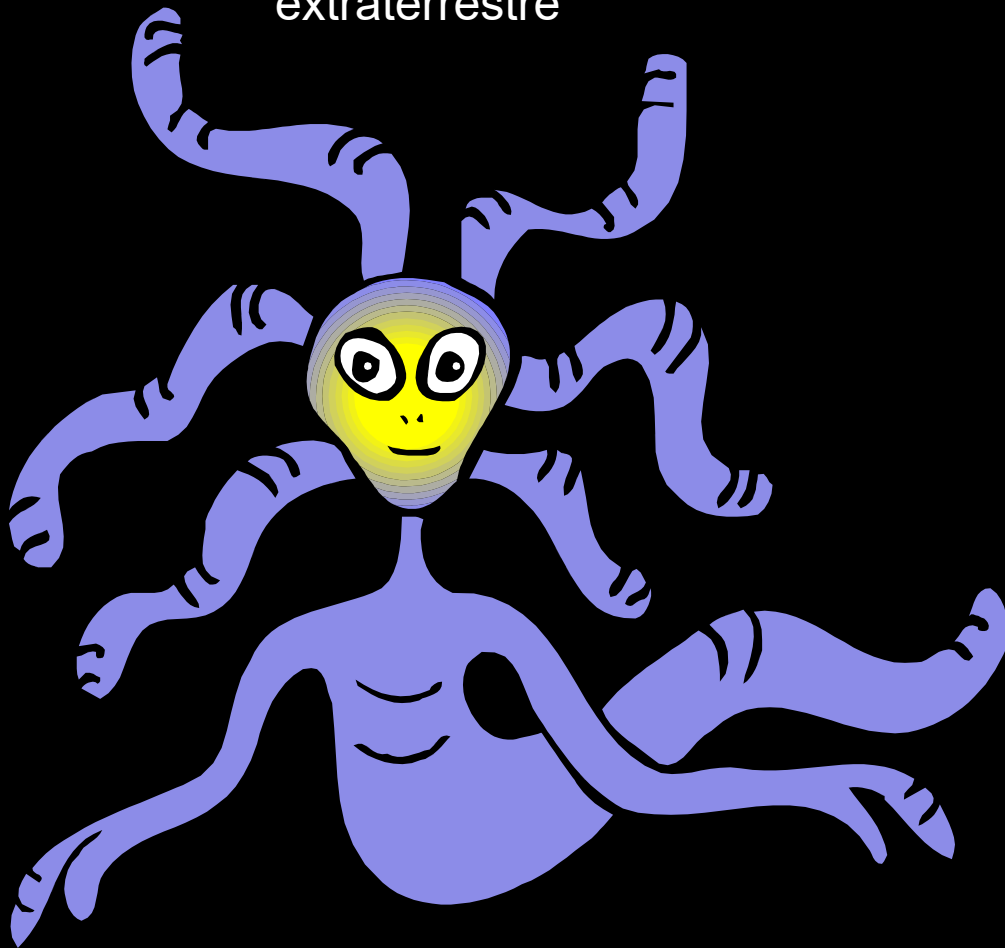
Mixer



Por Travis Moss

¿Puedes cuidarles a mis niños?

la madre
extraterrestre



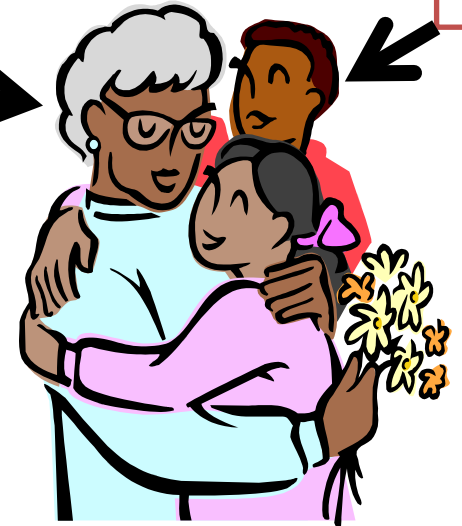
el padre
extraterrestre





La abuela

Leo



Juliana

- 1) Lea la oraciones.
- 2) Contesta las preguntas.

Leo le preguntó a su abuela: “¿A ti te gusta cuidar de los niños?”

<<¡A mí me encanta cuidarles a ustedes!>> respondió la abuela.

Leo apretó la mano de la abuela. <<Tú eres la mejor niñera del mundo>>, le dijo.

- 1) ¿Cómo se llama el niño?
- 2) ¿Cómo se llama la niña?
- 3) ¿A la abuela le gusta cuidar a los niños?
- 4) Traduzca: **cuidar niños**
- 5) Traduzca: **niñera**

¿Son muy buenos niños, verdad?





* Ustedes son los padres de estos niños extraterrestres.

* Quieren tener una cita con su esposo(a).

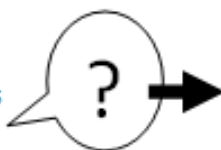
* Describan la rutina diaria de cada niño.

Sus niños:

- Se levantan a las _____.
- Les gusta comer _____ para el almuerzo.
- Se bañan _____ veces al día.
- Se cepillan los dientes _____ veces al día, etc.

Niñeras(os) para extraterrestres

1) Hagan las **6** preguntas a los "padres" de los niños
a **4** de sus compañeros de clase.



2) Escuchen sus respuestas.



3) Escriban la información.



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

(PREGUNTAS)

¿Qué les gusta comer?



¿Cómo se llaman sus hijos?



¿Cuántos años tienen?



¿A qué hora _____?

*(se duermen, se acuestan,
se bañan, se cepillan los dientes)*



¿Cuántas veces _____ ?

(se bañan, se cepillan los dientes.....)



¿Cuáles son sus pasatiempos?



(RESPUESTAS)

Les gusta comer _____

Se llaman _____

Tienen _____ años.

A las _____ de la
noche/mañana

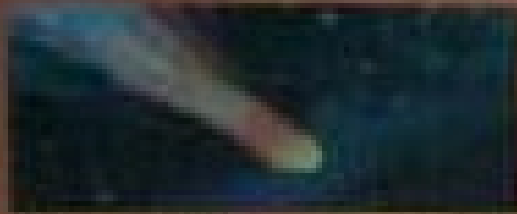
_____ veces al día.

Le gusta _____

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

GALAXAR



- Es un planeta gigante
- Tiene un anillo
- Es muy grande
- Es azul y blanco
- Tiene un anillo
- Es muy grande
- Es azul y blanco
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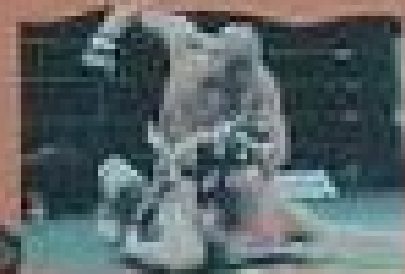
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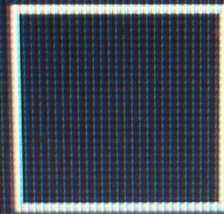
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- Se Lavan la cara, y los ojos a la 5:00 en la mañana
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- Se cepillan los dientes
- No se permiten fumar



You are here.



Video Links Embedded in the Presentation

- El 1° viaje a la luna apolo 11 (1/3): <http://www.youtube.com/watch?v=yrY3x5A4p7w>
- ALMA: Una ventana hacia las estrellas en el desierto de Atacama: <http://www.youtube.com/watch?v=rO75r2tMPC8>
- Las antenas de ALMA comienzan a explorar el universo desde Atacama: http://www.youtube.com/watch?v=o1Uj1maWAsg&feature=player_embedded
- Astronauta de Palenque: http://www.youtube.com/watch?v=z3TII9PwY8M&feature=player_embedded
- Desierto de Atacama / Fotografías de Cristina Costales: http://www.youtube.com/watch?v=srGNjGJz-RI&feature=player_embedded
- Enrique y Ana – La canción de los planetas - KARAOKE: http://www.youtube.com/watch?v=Ktgy30pM0ml&feature=player_embedded
- Los mejores imágenes del telescopio espacial Hubble: http://www.youtube.com/watch?v=zMrTTKK_CCw&feature=player_embedded

Video Links Embedded in the Presentation

- Mexicanos notables – José M. Hernández:
http://www.youtube.com/watch?v=1AvuHs1rYZ0&feature=player_embedded
- Milky Way Above Cerro Armazones Time-Lapse [720p]:
http://www.youtube.com/watch?v=XGP6HXNOE04&feature=player_embedded
- [13] El Universo - Vida Extraterrestre [Parte 1]:
http://www.youtube.com/watch?v=qCaN52c_hkM&feature=player_embedded
- Vida de astronauta:
http://www.youtube.com/watch?v=NdQ_8x30Qvg&feature=player_embedded

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