

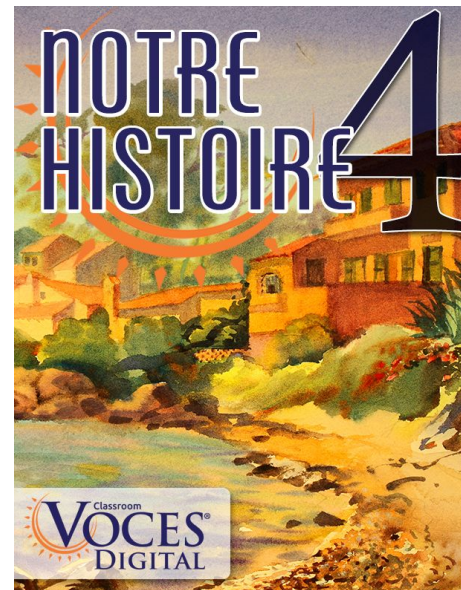
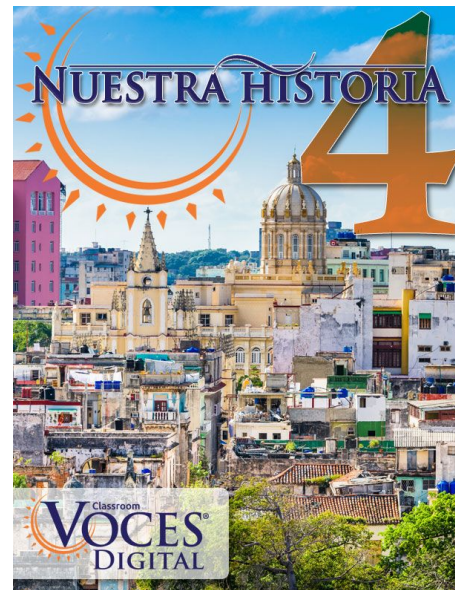
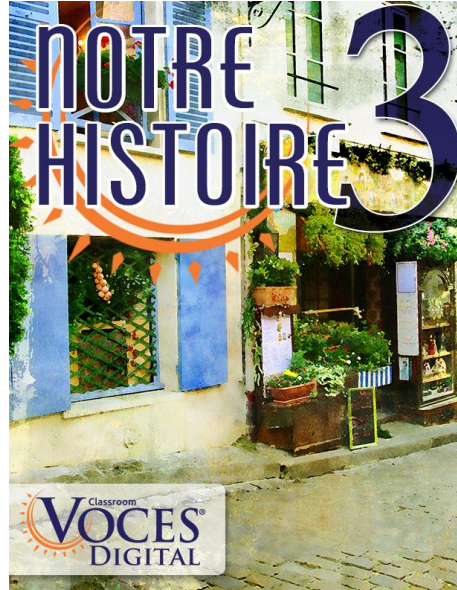
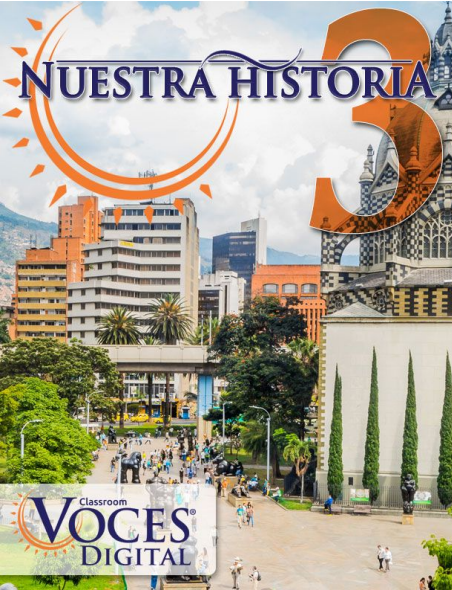
Classroom VOCES[®] DIGITAL

Summer CI Conference 2020



YOUR STORY OF SUCCESS

Success with levels 3 and 4



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Levels 3 and 4 of *Nuestra historia* and *Notre histoire* are filled with relevant cultural themes and useful Spanish and French language. In this session, we will explore strategies for getting the most out of each unit in these higher levels. We will discuss techniques for making the content engaging and comprehensible for our students. Many of the strategies from this session can also be used with novels and other CI materials in higher level classes.

- **Mute** yourself when you arrive.
- **Stay muted** unless you want to speak.
- **Raise your hand** if you want to ask a question.
- Use the other **nonverbal cue icons** to communicate without interrupting.
- **Sent a poll?** Then answer it in a timely fashion.
- **Sent to a breakout room?** Then unmute yourself and engage with your peers!



Where do I start?

1. Read the short stories.
2. Explore the extras.
3. Decide how NH fits into your plan for the year.
4. Start to unpack the units you want to use.
 - a. Start with the stories.

1. How do I make it comprehensible?
 - a. Vocabulary and grammar
2. How do I make it engaging?
 - a. Hooks, debate, personalization
3. What do I want my students to take from the lesson?
 - a. Cultural understanding, Vocabulary, Grammar

How do I make it comprehensible?

When we look at a text, there are 4 types of unknown vocabulary:

1. Not important
2. Understood with context
3. Needed for comprehension
4. High frequency and valuable for future use

How do I make it comprehensible?

1. Read the story and decide what your students would not understand.
 - a. Edit / remove
 - b. Define
 - c. Pre-teach
 - d. Internalize

▼ Historieta 1: La llegada de María

Vocabulario importante

Preguntas personales

Story Script 🍏

Historieta 1: La llegada de María

Nota de gramática: Ojalá

Actividad 1: Conecta las frases

Actividad 2: Cambio de planes 🤔

Actividad 3: Ponerle una leyenda

Interpretive Listening: Informe de noticias sobre el huracán María 🗣️

Presentational Writing: Experiencias personales con desastres naturales 🗣️

► Historieta 2: La esperanza entre los escombros

► Historieta 3: La lluvia de peces

► Historia larga: 10.000 pesos

► ¡Extra! ¡Extra!

Historieta 1: La llegada de María

iba a llegar 🗣️

it was going to arrive

unos vientos y una lluvia 🗣️

winds and rain

estaba embarazada 🗣️

she was pregnant

ojalá pudiéramos escapar de esto 🗣️

I wish we could escape this

pase lo que pase 🗣️

whatever happens

se inundaron las calles 🗣️

the streets flooded

está embarazada 🗣️

she is pregnant

La llegada de María

Natalia estaba sentada en el sofá de su apartamento viendo las noticias. En cada canal de la televisión puertorriqueña mostraban lo mismo. El huracán María iba a llegar dentro de dos días e iba a ser muy fuerte. El huracán Irma había pasado hacía dos semanas, pero no había sido más que unos vientos y una lluvia fuerte. María iba a ser diferente. Iba a cruzar justo por el centro de la isla. El reportero de las noticias recomendó que todos autoevacuaran Puerto Rico.

- Iba a llegar - it was going to arrive
- Unos vientos y una lluvia - winds and rain
- Estaba embarazada - she was pregnant
- Ojalá pudiéramos escapar de esto - I wish we could escape this
- Pase lo que pase - whatever happens
- Se inundaron las calles - the streets flooded

Which are the most universal?

Which require a lot of preparation?

Where are the potential hooks? / What could spark student interest and engagement?

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- Unos vientos y una lluvia - winds and rain
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What's next? How do we provide compelling input?

- Story
- Personalized questions
- Conversations, situations
- Classmate search, record, comment
- Game
- Drawing
- Gestures

How do I make it engaging?

1. Find the language and cultural themes and personalize them.
 - a. Hooks
 - b. PQA
 - c. Debate
 - d. Videos





las arepas

Dos Patrias



How do I help students internalize the key concepts?

1. Decide what I want them to *take* from the lesson.
2. Utilize NH exercises and materials to add emphasis, practice and assessment.
3. Extend the concepts to other contexts.

Lesson Steps

1. Pre teach

- a. Theme and Essential Questions
- b. Vocabulary / Grammar
- c. Cultural themes

2. Read

- a. Variation

3. Assess

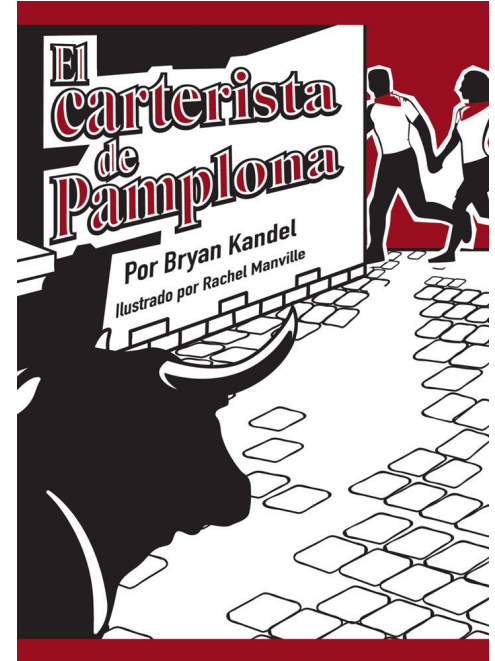
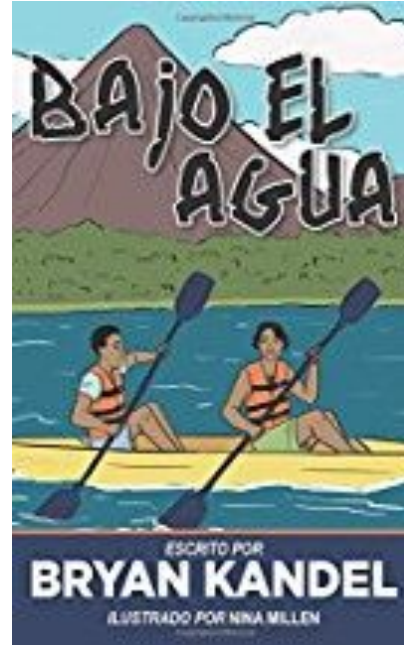
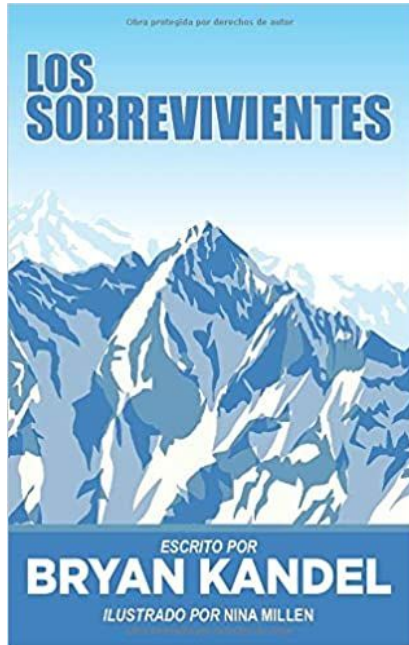
- a. Comprehension

4. Extend

¡Gracias!

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Thursday @ 1:00 - Tips for teaching CI
remotely

Thursday @ 4:00 - Creating Classroom Culture