

C I Midwest

Engagement in an INclusive, Comprehensible
Input-based Classroom

Milwaukee, WI October 2018

Who are our people?

Special People Attention and Connections

Show Genuine Interest---Ask Genuine Questions in a Genuine Way

Make connections

Write it down and Put it up

“Fan Clubs”

Let them lie

Call and Response-----Signals

- 1. Be the conductor.**
- 2. Make smooth transitions.**
- 3. Make it fun.**
- 4. Make it high frequency.**
- 5. Make a (school-appropriate) gesture.**
- 6. Make it rhyme.**
- 7. Make it rhythmic.**
- 8. Make it the password.**
- 9. Make it a “rejoinder.”**
- 10. Change the speed/tone/pitch.**

Call and Response-----Signals

La nuit

tous les chats sont gris.

Estoy enojada

Cálmate amiga

Themes

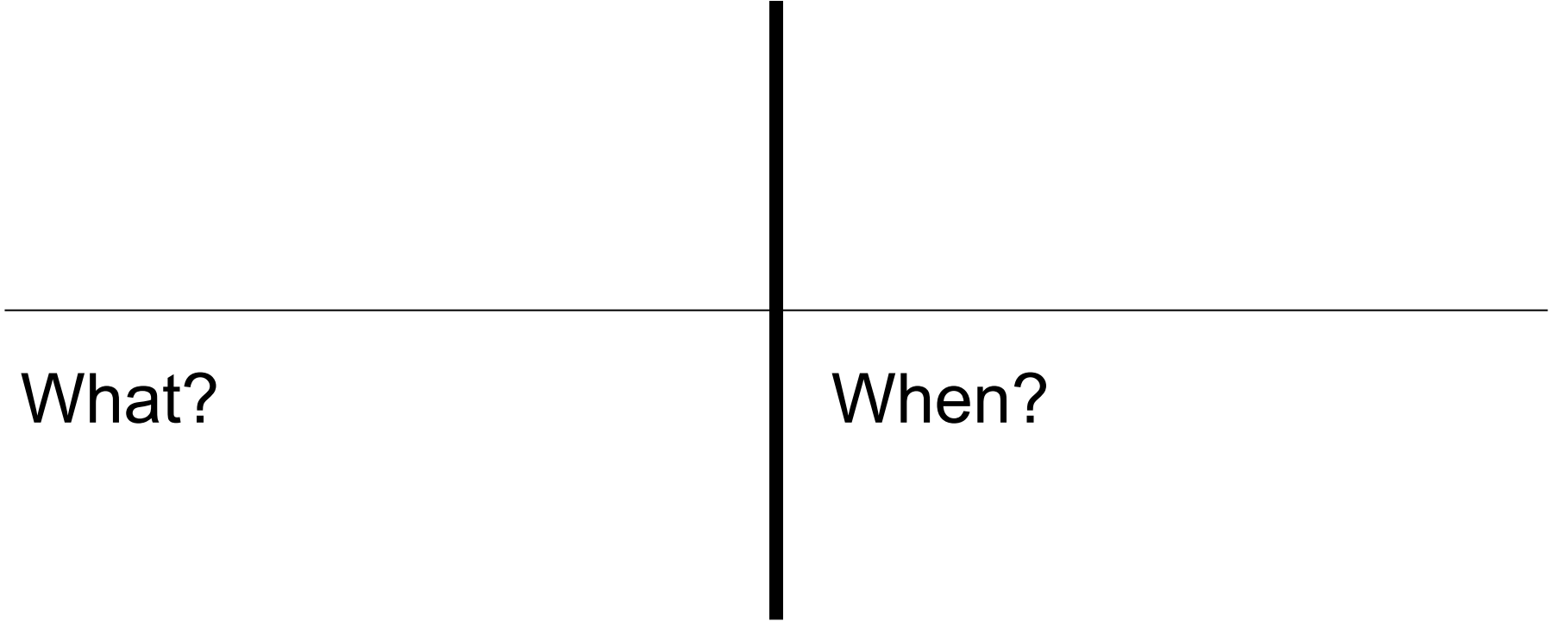
| | | |
|---|---|--|
| Respect <ul style="list-style-type: none">● For self● For others● For community● For environment | Equity <ul style="list-style-type: none">● Everyone matters.● Everyone listens.● Everyone is able.● Everyone contributes. | Relationships <ul style="list-style-type: none">● Self to self● Self to others● Self to community● Self to world |
| Goals: <ul style="list-style-type: none">● Listen in order to understand. (Gather)● Create a clear picture.● Ask for details.● Expand your world. | IB Learner Traits <ul style="list-style-type: none">● Inquirer Thinker● Open-minded Principled● Caring Communicator● Thinker Risk-taker | |

Who?

Where?

What?

When?



Who?

Cardi B. (singer)

LeBron James (athlete)

Stephen Universe (cartoon character)

What?

Pizza

Red Bull

Fitbit

Where?

Miller Park

Steak N Shake

DisneyWorld/DisneyLand

When? (in TL)

in one minute (hour, day, month, year)

a long time ago, in the present/past/future

MTW etc., Sept, Oct (point to calendar)

Be The Conductor!

Imagine yourself as the Maestro and the students are your orchestra!

- **Identify the Rules**
- **Explain the Rules**
- **Model the Rules**
- **Enforce the Rules**
- **Repeat!**
- **Repeat!**
- **Repeat!**

These are my rules...what are yours?

Listen in order to understand.

Ask if the picture isn't clear.

Respond with Respect.

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What is Comprehensible Input?

What is Comprehensible?

<https://magisterp.com/2016/08/21/how-comprehensible-must-reading-be/>

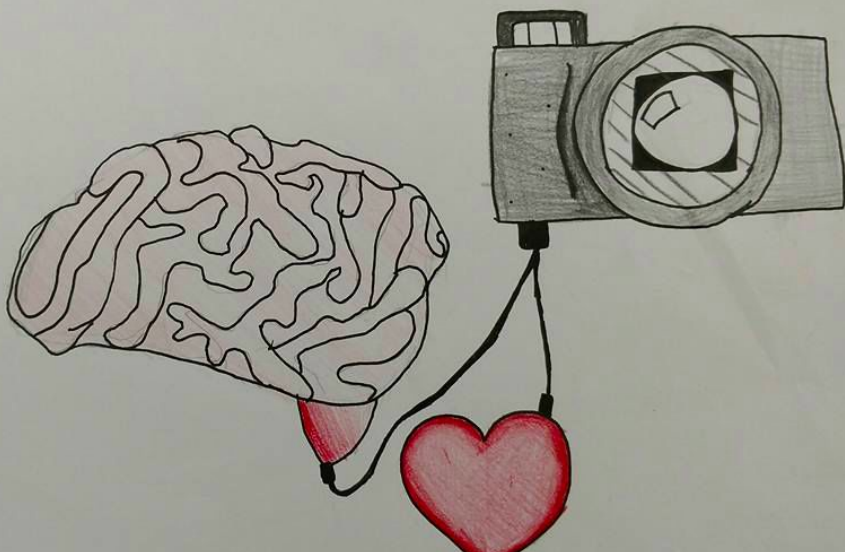
What is Input?

[Krashen's Hypotheses](#)

What is the purpose of language in communication?

with love,
Laurie

The purpose of communication is to put a picture in the mind and/or heart of another person



The illustration consists of three main elements: a human brain on the left, a camera on the right, and a heart at the bottom. A black line connects the bottom of the brain to the camera, and another black line connects the camera to the heart. The brain is drawn with detailed, wavy lines to represent its surface. The camera is a simple line drawing with a lens and a flash. The heart is a solid red shape with a black outline. The entire drawing is set against a light gray background.

What is Interaction?

Play the Game.

Throw the message.

Catch the message.

Respond to the message.

ASK QUESTIONS.....

that students can understand..

Slowly,

Using question word posters,

To individuals AND the entire group.

ASK QUESTIONS.....

that students can answer...

Gestures

Facial Expressions

Point

Pictures

Movement

words

Phrases

Sentences and more.....

Then restate, rephrase and reshare their answers!

Adding in...

Emotion!!!

You're kidding!

Affirmation

That's fantastic.

Opinion

I agree/ I disagree.

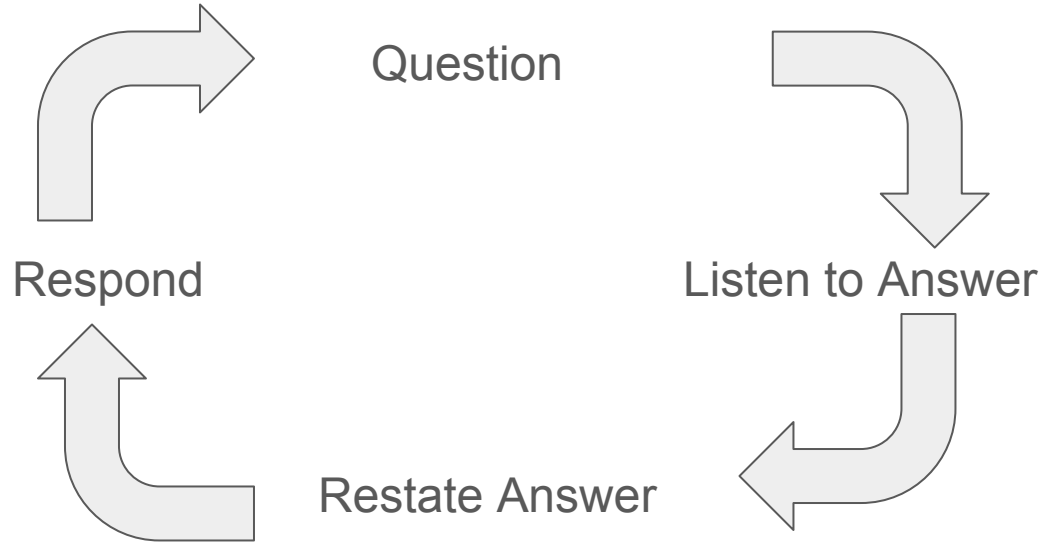
Inclusion

Many people think so.

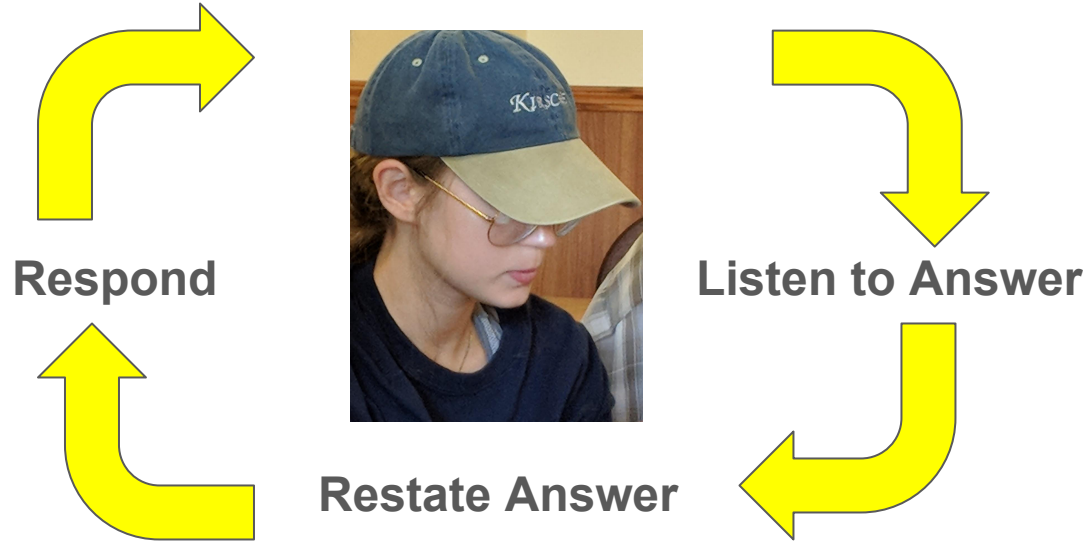
Another Question

Why?

Questioning.....



Questioning.....



Is all about the student.....via the language!

1. Lessons That Ask Questions

The Special Chair....from Jody Noble

<https://nobleword.wordpress.com/?s=chair>

Special Person Interviews.....from Bryce Hedstrom

<https://www.brycehedstrom.com/free-stuff>

(scroll down the page)

The Interview Show!

Two Guests

Teacher interviews (at first...students can later.)

Each Guest has a fan club and a fan club leader.

Each fan club has at least one Fan Cheer!

(Hint: Celebrate both Guests, be careful not to make it into a competition.)

2. Lessons That Ask Questions

Weekend Talk

<https://martinabex.com/2018/05/22/weekend-talk-language-class/>

<https://williamsonci.com/2014/11/03/weekend-chat/>

<http://misclaseslocas.blogspot.com/2017/08/weekend-talk-5-ways-to-mix-it-up.html>

Get Them On Their Feet

1. Choose an area of the room for each “answer.”
2. Ask the question.
3. Control the flow of traffic.

If you are going to the movies, go now.

If you are wearing green, walk to your answer.

4. Ask questions of individuals in each group.

3. Lessons That Ask Questions

Character Comparisons A

1. Is _____ intelligent?
2. Is _____ thoughtful?
3. Is _____ strong?
4. Is _____ a hero?

Why? Why? Why? Why? Why? Why? Why?

3. Lessons That Ask Questions

Character Comparisons B

1. Which character do you like?
2. Which character is more thoughtful?
3. Which character is more mature?
4. Which character has changed the most?

Why? Why? Why? Why? Why? Why? Why?

3. Lessons That Ask Questions

Character Comparisons C

1. What does _____ think/feel/say/do that changes ____?
2. What might _____ think/feel/say/do next?
3. What did _____ wish they had thought/felt/said/done?
4. How did _____ respond to _____?

Why? Why? Why? Why? Why? Why? Why?

3. Lessons That Ask Questions

Activity Comparisons

1. Is _____ easy?
2. Is _____ competitive?
3. Is _____ expensive?
4. Is _____ popular?

Why? Why? Why? Why? Why? Why? Why?

3. Lessons That Ask Questions

Activity Comparisons B

1. Which activity do you like?
2. Which activity is more challenging?
3. Which activity is better for introverts/extroverts?
4. Which activity has affected society?

Why? Why? Why? Why? Why? Why? Why?

3. Lessons That Ask Questions

Activity Comparisons C

1. What do you think/feel/say/do when you _____?
2. What makes _____ a good activity?
3. Who should/should not participate in this activity?
4. How does this activity change participants?

Why? Why? Why? Why? Why? Why? Why?

The Good Stuff

Language: High frequency, Highly-functional, “Fun”,

Input: Repeated, Interesting, Contextualized, High-frequency

Questioning: Personalized, Responsive, Purposeful

Topics: Student-connected, Student-bridged

Activities: Interactive, Reflective, Responsive

Keys To Success

Compelling, Comprehensible Input

+

Good Teaching Practices For All Students

- Clear, concrete directions and modeling
- Encouragement, forgiveness, respect
- Repeated, varied, designed for success

Games Adapted For Input

Co-created Characters

Co-created Stories

TPR

Reading Class Stories

Embedded Reading and Activities

Readers' Theater

Songs, Dances, Rhythms and Rhymes

Listen/Read and Draw a Storyboard

Listen/Read and Draw a Mural

Listen/Read and Gesture

Listen/Read and Discuss

Meditation/Relaxation

Brain Breaks

“Calendar” Discussions

Weekend Talk

What about assessment?

1. What are you trying to assess?

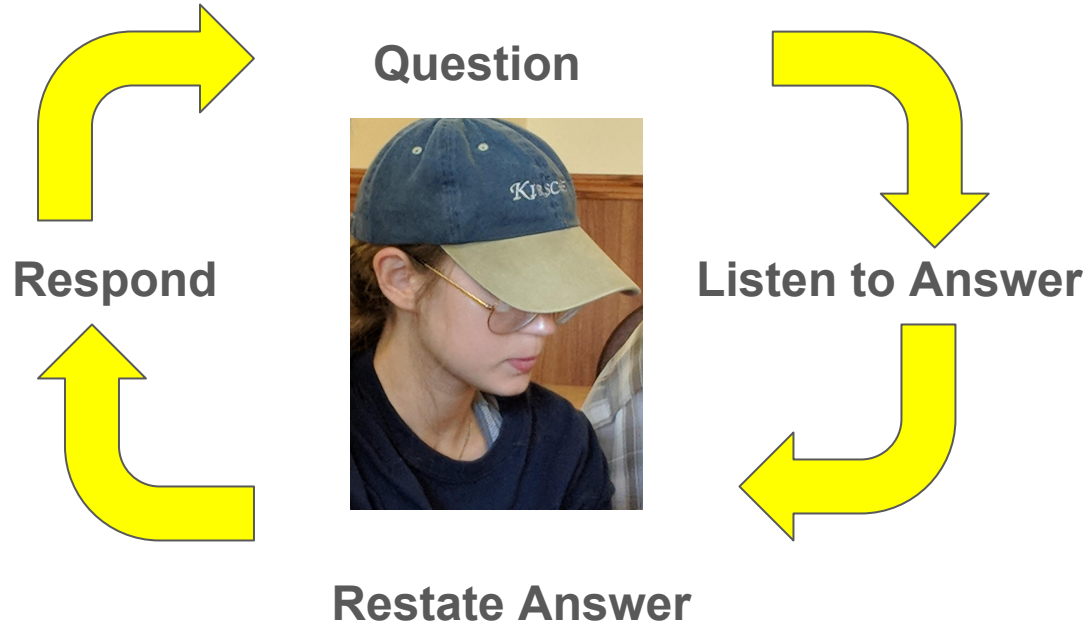
Assess that.

2. How much time do you want to give up for assessment?

Use that amount.

3. Use every response to gauge comprehension=constant, on-going assessment.

Remember.....Interacting.....



Is all about the student via the language!

Thank You!!

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