Strategies to Improve Student Engagement in the World Language Classroom

January 30, 2017

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NYC RBE-RN Fordham University

In Collaboration with NYC DELLSS and LOTE
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Creating an Engaging Environment: Welcome, Introductions, Norms, and Tongue Twisters</td>
</tr>
</tbody>
</table>
| 9:30-11:00| The Picture Word Inductive Model (PWIM) in the World Language Classroom. Instructional Sequence:  
|           | • Engage students in their learning process (Can Do Statements)      |
|           | • Formulate thinking questions that further students’ language development (DOK) |
| 11:00-11:15| Short Break - Networking                                          |
| 11:15-12:00| The NYS Seal of Biliteracy                                      
|           | • Recognition and Opportunity                                    |
|           | • Resources to Support Students in the process                    |
| 12:00-12:45| Lunch                                                             |
| 12:45-1:45| Exploring the Poetry of Pablo Neruda (target language: Intermediate Spanish)  
|           | • Students will listen and read selected poems by Pablo Neruda     |
|           | • Students will explore the concept of imagery by creating pictures to represent Neruda’s poetry. |
|           | • Students will create authentic poems patterned after one of Neruda’s poems and orally recite their poems |
| 1:45-2:30 | SLP/LOTE Exams                                                    
|           | • Instructional implications                                       |
|           | • Evidence-based writing strategies                                |
| 2:30-3:00 | Next Steps, Feedback, Adjourn                                     |
Parking Lot

Some questions we have are great but would take us off the subject and distract us. We put them in the parking lot so that we don’t lose them and can address them at a later time.
Goals of today’s session:

1. Model and discuss language strategies that capitalize in WL/LOTE students inductive process to further the development of language proficiency.

2. Discuss and apply the ACTFL Can Do Statements and the Depth of Knowledge Scale to motivate and engage students in their own learning process.

3. Share the NYS Seal of Biliteracy criteria, process and opportunities with student resources.

4. Engage in a unit of Spanish poetry to listen and read for understanding, as well as write and orally recite their authentic poems.
Icebreaker: *Tongue twisters*

- Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also improve accents by using alliteration, which is the repetition of the sound.

- Tongue Twisters are also an effective way to energize your classroom. This is one way to use them:
  - Write a short tongue twister on the board.
  - Tell students to all stand up and attempt the tongue twister. Only when they have mastered it, can they return to their seat.
  - Infuse a sense of urgency by telling students to repeat it faster and faster and in different tones of voices.
Icebreaker:  
**Trabalenguas**

La vieja Pancha plancha con 4 planchas ¿Con cuántas planchas plancha la vieja Pancha?

(Old Pancha irons with 4 irons. How many irons does Pancha iron with?)
Icebreaker: *Scioglilingua*

**Sopra la panca la capra campa,**
**sotto la panca la capra crepa.**

(On the bench the goat lives, under the bench the goat dies).
Icebreaker: **Virelangues**

Je suis ce que je suis, et si je suis ce que je suis, qu’est-ce que e suis?

*(I am what I am, and if I am what I am, what am I?)*
Icebreaker:
Hayakuchi kotoba
(早口言葉)

赤巻紙、黄巻紙、青巻紙 (あかまきがみきまきがみあおまきがみ)
(red scroll, yellow scroll, blue scroll)
Icebreaker: 
绕口令(rào kǒu lìng)

吃葡萄不吐葡萄皮，不吃葡萄倒吐葡萄皮

chī pútao bú tù pútao pí, bù chī pútao dào tù pútao pí.

(Eat grapes and don’t spin out the skins, don’t eat grapes and spit out the skins)
Icebreaker

You know New York, you need New York, you know you need unique New York.
What did you notice?

Student Engagement

In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Feb 18, 2016

Student Engagement Definition - The Glossary of Education Reform
edglossary.org/student-engagement/
The Picture Word Inductive Model

**What is it?** It is an instructional strategy designed by Joyce and Calhoun in 1998 for early literacy instruction which has also been found to be exceptionally effective for both younger and older second language learners.

**How does it work?** The PWIM takes advantage of student prior knowledge and visual clues and builds on the key strength of inductive learning. That is, the brain’s natural curiosity to seek out and remember patterns.

The core of the PWIM is the use of visual stimulus – a picture, as the jumping off point for speaking, listening, reading, writing and making connections.

**Why use it?** The inductive approach is a natural connection to foreign-language learning. In addition, when the PWIM is accompanied by tiered questions that engage students at their level of cognitive discourse, they advance to higher levels of language proficiency.
The PWIM Strategy and the CCSS Language Standards

- Interpersonal Communication (Standard 1.1)
  - Engage in the oral exchange of ideas in formal and informal situations.
  - Self-monitor and adjust language production.
- Interpretive Communication (Standard 1.2)
  - Demonstrate comprehension of content from authentic audio and visual resources.
- Presentational Communication (Standard 1.3)
  - Produce expository writing.
  - Self-edit written work for content, organization, and grammar.
- Comparisons: Language (Standard 4.1)
  - Demonstrate understanding of the nature of language through comparisons of the language studied and one’s own.
- Comparisons: Cultures (Standard 4.2)
  - Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

Implementing the PWIM

1. Teachers choose a picture or a short video based on topic and relevance.

2. “What do you see in the picture? **Label** everything you see”. Together they read, review the words, and add new ones.

3. “Can you **name** this picture”? 

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**French 1 class – either high school level or grade 7/8. Thematic topic: food/shopping**

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**Au marché en plein air!**

- **un marché en plein air** (open-air market)
- **les fruits** (fruit)
- **les légumes** (m.) (vegetables)
- **la cliente** (customer)
- **payer** (to pay)
- **les poivrons rouges** (m.) (red peppers)
- **les tomates** (m.) (tomatoes)
- **les concombres** (m.) (cucumbers)
- **vendre** (to sell)
- **une vendeuse** (saleswoman)
- **le prix** (price)
- **les haricots verts** (m.) (green beans)
Implementing the PWIM, cont.

3. ”How can you **classify** these words? (In pairs or triads students classify the words by grammatical function, type of action, etc.). Together read and review again.

4. “What is happening here? Please **describe** what you think is happening in the picture. Add any words needed, and generate a list of sentences. You can also add new words or change the title of the picture.”

- Au marché en plein air, la cliente achète des fruits et des légumes. (At the open-air market, the customer buys fruit and vegetables.)
- La vendeuse vend des fruits et des légumes. (The saleswoman sells fruit and vegetables.)
- La cliente achète des concombres, des poivrons rouges, et des haricots verts. (The customer buys cucumbers, red peppers and green beans.)
- La cliente demande le prix des tomates. (The customer asks the price of tomatoes.)
- La cliente fait les courses au marché en plein air. (The customer does the shopping at the open-air market.)
- La cliente paye. (The customer pays.)
Implementing the PWIM, cont.

5. "Connect your sentences to create a story about what you think is happening in the picture?" (Individually, in pairs or whole class)

6. Students share with the support of the teacher.

Implementing the PWIM using a Gradual Release approach

**I DO:** Display the picture and model the steps explicitly. Think aloud about the connections you are making and what you notice in the words.

**WE DO:** Display the picture and collaboratively with the students record their ideas, create sentences and paragraphs (shared writing). Another option: Guided practice with students working in small groups, in triads or pairs.

**YOU DO:** Each student gets a copy of the picture and creates the picture charts, sentences and paragraphs. Then in pairs, they share, edit and extend their work.
Levels of Proficiency in a World Language (ACTFL)

<table>
<thead>
<tr>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can communicate on every familiar topic using simple sentences, sometimes with simple questions.</td>
<td>I can participate in conversations on familiar topics using sentences and yes/no questions. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can make conversations on social topics using sentences and questions. I can handle social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can present basic information on familiar topics using simple sentences.</td>
<td>I can make presentations on familiar topics using connected sentences.</td>
<td>I can make presentations on familiar topics using connected sentences.</td>
</tr>
<tr>
<td><strong>Presentational Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write briefly about familiar topics and present information using short sentences.</td>
<td>I can write a short essay on familiar topics using connected sentences.</td>
<td>I can write a detailed essay on familiar topics using connected sentences.</td>
</tr>
<tr>
<td><strong>Interpretive Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand some familiar words and phrases when I hear them.</td>
<td>I can understand familiar words and phrases when I hear them.</td>
<td>I can understand words and phrases when I hear them.</td>
</tr>
<tr>
<td><strong>Interpretive Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read familiar words and sentences.</td>
<td>I can read connected sentences on familiar topics.</td>
<td>I can read connected sentences on familiar topics.</td>
</tr>
</tbody>
</table>

**Did you notice?**

**Level of Language Course:**

**Student Proficiency Level**

French 1 class – either high school level or grade 7/8.
Theme topic: food/shopping.

Roser Salavert, Ed.D – Aileen Colón, NYC RBE-RN, Fordham University
## Did you notice?

<table>
<thead>
<tr>
<th>Tiered Questions following Depth of Knowledge (DOK) Scale</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What do you see in the picture? <strong>Label</strong> everything you see”  “Can you <strong>name</strong> this picture”?</td>
<td>1</td>
</tr>
<tr>
<td>”<strong>How can you classify</strong> these words?</td>
<td>2</td>
</tr>
<tr>
<td>“What is happening here? Please <strong>describe</strong> what you think is happening in the picture. Add any words needed. You can also add new words or change the title of the picture.”</td>
<td>3</td>
</tr>
<tr>
<td>”<strong>Connect</strong> your sentences to <strong>create</strong> a story about what you think is happening in the picture?</td>
<td>4</td>
</tr>
</tbody>
</table>

Please take your handout
• Are you with your Language & Level Group?
• Do you have your I Can Statements ready?
Implementing the Picture Word Inductive Model

“What do you see in the picture? **Label** everything you see” Together read, review the words and add new ones.

“What do you **name** this picture?

These are Level 1 type questions. Can you think of others?
Implementing the PWIM, cont.

- *How can you classify the words around your picture?* **Classify** the words by grammatical function, type of action, etc. Together read and review again.

This is a Level 2 type question. *Can you think of others?*
Implementing the PWIM, cont.

What is happening here? Please **describe** what you think is happening in the picture. Add any words needed, and generate a list of sentences. You can also add new words or change the title of the picture.”

This is a video clip. Time to watch it!

**This is a Level 3 type question. Can you think of others?**
“What is happening here? Please describe what you think is happening in the picture. Add any words needed, and generate a list of sentences. You can also add new words or change the title of the picture.”

This is a Level 3 type question. Can you think of others?

“Connect your sentences to create a story about what you think is happening in the picture? (Individually, in pairs or whole class)

This is a Level 4 type question. Can you think of others?
Prepare

Implementing the Picture Word Inductive Model (PWIM) in conjunction with the Depth of Knowledge (DOK) Scale and Can Do Statements (ACTFL)
PREPARE TO SHARE

In preparation to share with the large group, please take a moment to review the statements below. Indicate whether you agree or disagree with each statement and why. Use these ideas to prepare what you will share with your group, including additional tasks and applications of these practices in your world language classroom.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Why do you agree or disagree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An inductive process is a natural process in which the brain (the student) seeks patterns and uses them to identify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please take your handout
Questions?
Let’s take a networking break
The Road
to the
SEAL of BILITERACY
More languages mean better career, college and job opportunities

Roser Salavert, Ed.D.
NYC RBE–RN @ Fordham University

Roser Salavert, Ed.D. - Aileen Colon, NYC RBE-RN, Fordham University
The Bilingual Advantage in the Job Market

Top 100 Companies for Bilingual Jobs

Welcome to the free List of Best Companies for Flexible Bilingual Jobs! Based on years of researching companies that hire for telecommuting, part-time, flextime, or freelance jobs, FlexJobs has compiled and made public a list of 100 of companies that specifically have hired for Bilingual jobs with at least one of these flexible working options. Below you will find the company profiles on employers such as Nielsen, excelHR, and Nu Skin, as well as each company’s telecommuting, part-time, freelance, and flexible job posting history, a staff-written description, and the company’s headquarters and website.

The purpose of the free List of Best Companies for Flexible Bilingual Jobs is to help people interested in Bilingual jobs to easily find and research legitimate employers that are known to hire for jobs with some type of flexibility, such as telecommuting, part-time, flexible, and freelance options. We hope you find some great company profiles that interest you!

Search the List of Flexible Companies by: Bilingual Jobs or By Location

Location of the Best 100 Companies for Flexible Bilingual Jobs

- Management
- Health care
- Consulting
- Education
- Tourism
- Marketing
- Sales

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Types of Bilingualism

• **Simultaneous Bilinguals**
  Children who learn more than one language from birth.

• **Sequential Bilinguals**
  Children and adults who begin to learn the second language after they have acquired the first language.

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Where to begin? How to decide?

R. Salavert, E.d.D NYC RBE-RN, Fordham University
What is the New York State Seal of Biliteracy?

- The New York State Seal of Biliteracy (NYSSB) is a formal recognition of a student’s proficiency and achievement in English and one or more languages other than English (LOTE).

- It can take the form of a seal that appears on the students diploma as well as a notation on the official transcript.
The New York State Seal of Biliteracy (NYSSB), passed by the Legislature and signed into law by Governor Cuomo on July 31, 2012, was established to recognize high school graduates who have attained a "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English."
## Criteria to Earn the NYS Seal of Biliteracy

(Graduation Requirements for Regents Diploma and earn 3 points in each of the two columns, i.e. proficiency in English and World Language)

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in English</th>
<th>Point Value</th>
<th>Criteria for Demonstrating Proficiency in a World Language</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</td>
<td>1</td>
<td>Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.</td>
<td>1</td>
</tr>
<tr>
<td>ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).</td>
<td>1</td>
<td>Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with an equivalent grade average of 8 or higher.</td>
<td>1</td>
</tr>
<tr>
<td>Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
<td>For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
</tr>
<tr>
<td>Achieve the following scores on the examinations listed below: -80 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).</td>
<td>1</td>
<td>Score at a proficient level on an accredited Checkpoint C World Language assessment [See “Checkpoint C World Language Assessments and Minimum Scores” on the following page.]</td>
<td>1</td>
</tr>
<tr>
<td>Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee to a panel of reviewers</td>
<td>2</td>
<td>Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</td>
<td>2</td>
</tr>
</tbody>
</table>

Please refer to handout
I Can Do Statements
(for each level of proficiency and language component)

Please refer to handouts
# Culminating Project Rubrics

## Seal of Biliteracy Culminating Project

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>World Language: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Summary: ________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPRETIVE READING</th>
<th>INTERPRETIVE READING</th>
<th>INTERPRETIVE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did I read to learn about my topic?</strong></td>
<td><strong>To prepare my project, I researched my topic, and made a list of key ideas related to it.</strong></td>
<td><strong>To prepare my project, I researched my topic. I gathered ideas from stories and texts that included descriptions of events and experiences related to my topic.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATIONAL WRITING</th>
<th>PRESENTATIONAL WRITING</th>
<th>PRESENTATIONAL WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did I write about the topic for my presentation?</strong></td>
<td><strong>To present my project to an audience, I have written my ideas in complete and connected sentences.</strong></td>
<td><strong>To present my project to an audience, I have first organized all my ideas and events in sequence. Then, I have explained each idea or event in short paragraphs and/or connected sentences.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATIONAL SPEAKING</th>
<th>PRESENTATIONAL SPEAKING</th>
<th>PRESENTATIONAL SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did I use what I wrote during my presentation?</strong></td>
<td><strong>When I make my presentation, I read the sentences I have written on the slides and/or charts.</strong></td>
<td><strong>When I make my presentation, I talk about my topic confidently, and rarely need to read what I have written. When I want to put emphasis on a particular ideas or events, I use my own words.</strong></td>
</tr>
</tbody>
</table>

Please refer to handouts
Timelines:

1. Identify students
2. Determine projects – including rubrics or assessment criteria
4. Compile evidence in folder or similar to prove that the student met the criteria.
5. Set date and establish committee to assess presentations
6. Include seal in students Graduate Certificate and transcripts
7. Celebrate!
The road to the **SEAL of BILITERACY**

**GRADUATE with the SEAL OF BILITERACY**

The New York State SEAL OF BILITERACY recognizes students who have studied and attained a high proficiency in two or more languages by high school graduation.

**More languages mean better career and college opportunities:**

*Earn the Seal of Biliteracy!*

For information, please contact:

NYSED Office of Bilingual Education and World Languages: OBEFLS@nysed.gov, or

The Regional Bilingual Education Resource Network in your area:


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**REMEMBER**

1) Aspire to become bilingual

2) Stay the course

3) Graduate with the Seal of Biliteracy, and benefit from it.

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Roser Salavert, Ed.D. - Aileen Colon, NYC RBE-RN, Fordham University

Roser Salavert, NYC RBE-RN at Fordham University
Some questions we have are great but would take us off the subject and distract us. We put them in the parking lot so that we don’t lose them and can address them at a later time.

Thank you, Roser
Unidad de Poesías

Poetry Unit

Oda al Tomate

Pablo Neruda
Objectives

The purpose of this lesson is to expose students to the poetry of Pablo Neruda. To this end:

• Students will read and recite selected poems by Pablo Neruda.

• Students will read short biographies of the author to gain a better understanding of the types of adversity Neruda faced throughout his lifetime.

• Students will begin to explore the concept of imagery in Neruda’s poetry by creating pictures to represent his poetry.

• Students will create authentic poems patterned after Neruda’s poems.
LOTE 1 and 2

LOTE 1
- Understand live presentations
- Employ range of tenses
- Read materials for native speakers
- Use contextual clues
- Read independently
- Produce written narratives

LOTE 2
- Draw comparisons
- Recognize cultural variations
- Understand influences on communication
Poesía, ¿qué es poesía?

• Poesía es más que palabras, oraciones y rimas. Poesía es hablar con el corazón en la mano. Poesía es expresar los sentimientos al máximo, hacer que la corriente de sentimientos se apodere de tu corazón.

• La poesía es un pensamiento rítmico. Es pensamiento porque todos los grandes poemas contienen un tema profundo que interpela al lector y es rítmico porque expresa el pensamiento de una manera bella.

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La Vida de Pablo Neruda

- Nacío Neftalí Ricardo Reyes Basoalto en Parral, Chile en 1904 de una familia humilde.
- Él empezó a escribir poesía cuando tenía diez años.
- Estudió en el Liceo de Hombres de Temuco.
- En 1921 publicó su primer poema con el seudónimo de Pablo Neruda.
- En 1927 comenzó su larga carrera diplomática.
- Él fue a parte del partido político comunista de Chile.
- Algunas de sus obras famosas son: Canto General (1950), Las Odas Elementales (1954)
Las Odas

• Una oda es una forma de poesía como soneto o elegía, etc.
• Oda es una técnica literaria que es de naturaleza lírica, pero no muy larga.
• Usted ha leído a menudo odas en que los poetas elogian a gente, escenas naturales, e ideas abstractas.
• Oda se deriva de una palabra griega, que significa cantar.
• Las odas pueden ser solemne y grave en su tono y tema.
• A veces las odas pueden ser humorísticas, pero siempre son reflexivas, con la intención de explorar temas importantes y observaciones relacionadas con las relaciones humanas, las emociones y los sentidos.
• Una característica destacada de la oda es su patrón métrico uniforme.
La calle
se llenó de tomates,
mediodía,
verano,
lá luz
se parte
en dos
mitades
de tomate,
corre
por las calles
el jugo.
En diciembre
se desata
el tomate,
invade
las cocinas,
entra por los almuerzos,
se sienta
reposado
en los aparadores,
entre los vasos,
las mantequilleras,
los saleros azules.

Oda al tomate
--Pablo Neruda
Tiene luz propia, majestad benigna.
Debemos, por desgracia,
asesinarlo:
se hunde el cuchillo
en su pulpa viviente,
es una roja víspera,
un sol fresco,
profundo, inagotable,
llena las ensaladas de Chile,
se casa alegremente
con la clara cebolla,
y para celebrarlo
se deja
caer
aceite, 
hijo
esencial del olivo,
sobre sus hemisferios entreabiertos,
agrega
la pimienta
su fragancia,
la sal su magnetismo:
son las bodas
del día,
el perejil
levanta
banderines,
las papas
hierven vigorosamente,
el asado
golpea
golpea
con su aroma
en la puerta,
es hora!
vamos!
y sobre
la mesa, en la cintura
del verano,
el tomate,
astro de tierra,
estrella
repetida
y fecunda,
nos muestra
sus circunvoluciones,
sus canales,
la insigne plenitud
y la abundancia
sin hueso,
sin coraza,
sin escamas ni espinas,
nos entrega
el regalo
de su color fogoso
y la totalidad de su frescura.
Características de Pablo Neruda

• La **personificación** es la atribución de cualidades o actividades humanas a un ser no humano, sea un objeto, un animal o una idea abstracta.

• La identificación simpática del poeta que se introduce en la materia para ver lo que son las cosas por dentro (uso de metáfora e simil)

• Ejemplos:
  - El tomate invade las cocinas, entra por los almuerzos, se sienta en los aparadores.
  - Devemos por desgracia, asesinarlo, Se hunde el cuchillo en su pulpa viviente.
  - Se casa alegremente con the clara cebolla
  - El tomate...nos muestra sus circunvoluciones,...nos entrega el regalo......
Procedure/Implementation

• Teacher will dramatically read (more than once) the entire selected poem to gain students’ attention and illustrate the beauty of poetry written in Spanish. (readings or recordings of Neruda himself)

• Students will be directed to one of many Web sites available about the life of the author, Pablo Neruda. They will be given a list of specific things to search for. They will record information obtained on the outline provided.

• Students will discuss their findings in a class discussion about the poet, posing and answering questions in Spanish.

• Teacher will read sections of the poem in Spanish and a selected student will read the same sections in English.
Implementation continued...

• Class will be divided into 4 groups and each group will be assigned sections of “Oda al tomate”.

• Students will individually read and annotate for unfamiliar words. They will focus on the quote the teacher has highlighted and the imagery created in that section of the poem.

• Each group of students will prepare to recite their section of the poem in 4 voices... everyone reciting the highlighted portion of text chorally.

• Students can make a group visual representation of their section of the poem that includes the quote with an explanation of the symbolism.(Each student uses a different color marker.)

• Students will write their 50 word original ode to include one example of personification. Example: Oda a la galleta, la bicicleta, la muñeca. (rubric provided)
Video interpretation

https://www.youtube.com/watch?v=fdti5XpkHjw
## Assessment Rubric

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Theme</th>
<th>Metaphor/Similies</th>
<th>Grammar</th>
<th>Collaboration</th>
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<tbody>
<tr>
<td>4</td>
<td>Uses vivid and varied words.</td>
<td>Excellent use of symbolism to develop the theme.</td>
<td>Uses Personification Metaphors and Similes (at least 2).</td>
<td>Few or no errors are present.</td>
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Value of Choral Reading in LOTE Classrooms

http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html