

The image features a wooden desk background with a stack of papers. The top paper is white with a dark blue border and contains the text 'LEVEL UP!' and 'METHODOLOGY' in a bold, black, sans-serif font. To the left, a green lined paper is partially visible. In the top right corner, there are three paper clips: one blue, one green, and one red. In the bottom left corner, there is a blue pencil with a yellow eraser. In the bottom right corner, there is a blue and green pen.

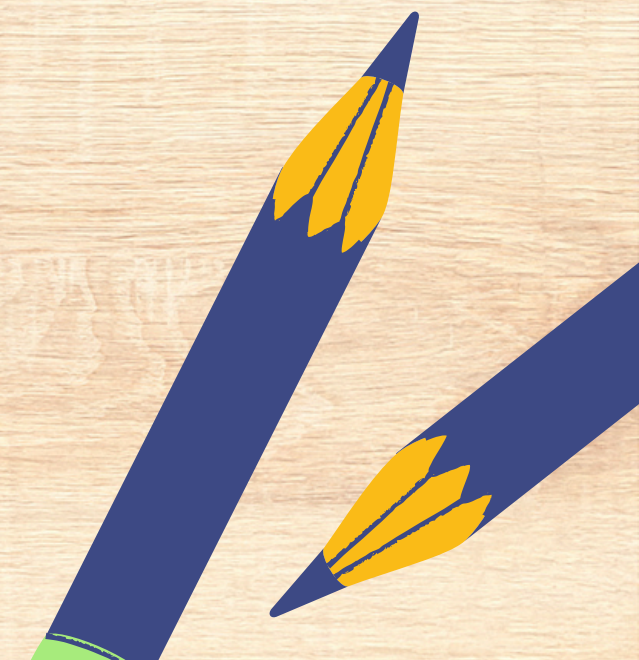
LEVEL UP!
METHODOLOGY

GOOD LESSONS HAVE GOOD PLANS

Good plans creates
engagement

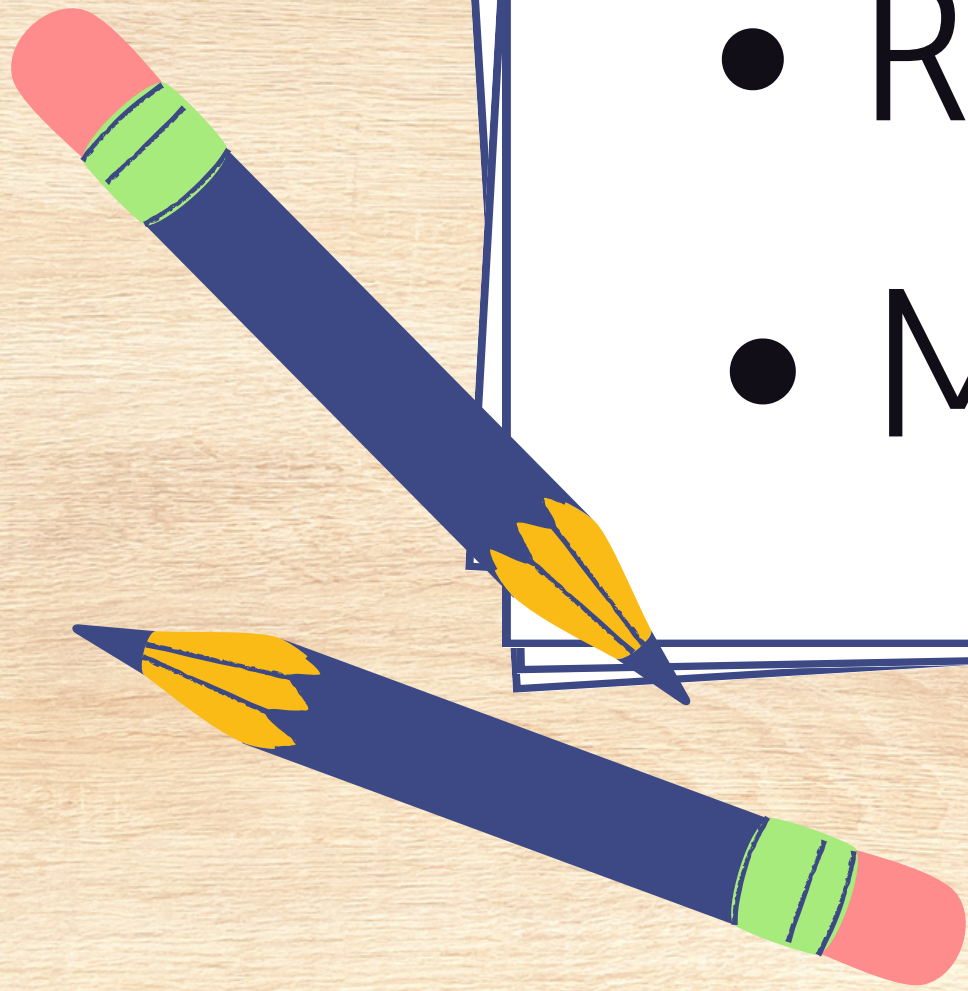
Intention makes lesson
planning easier

If you aim for
nothing; you'll hit
nothing



PLANS ARE:

- Simple
- Realistic
- Measurable (if possible)



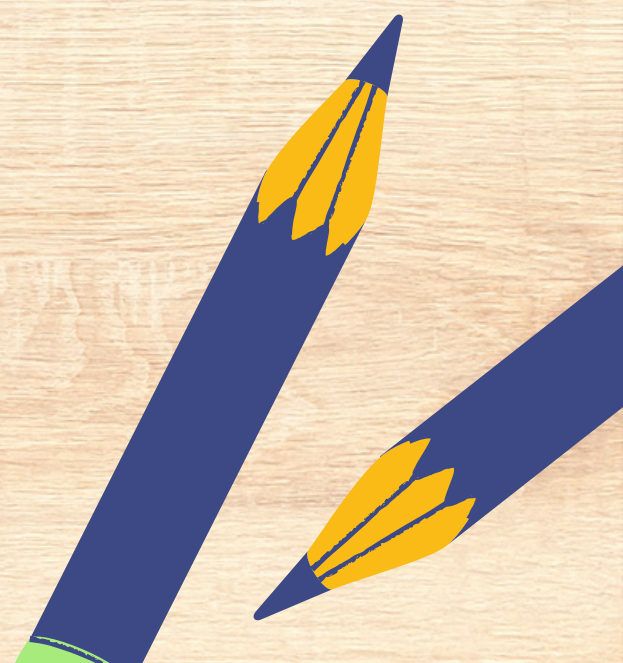
MESURABLE TIPS

- Tests will be the easiest and definitive way to measure
- You could also use games and assignments to measure their progress



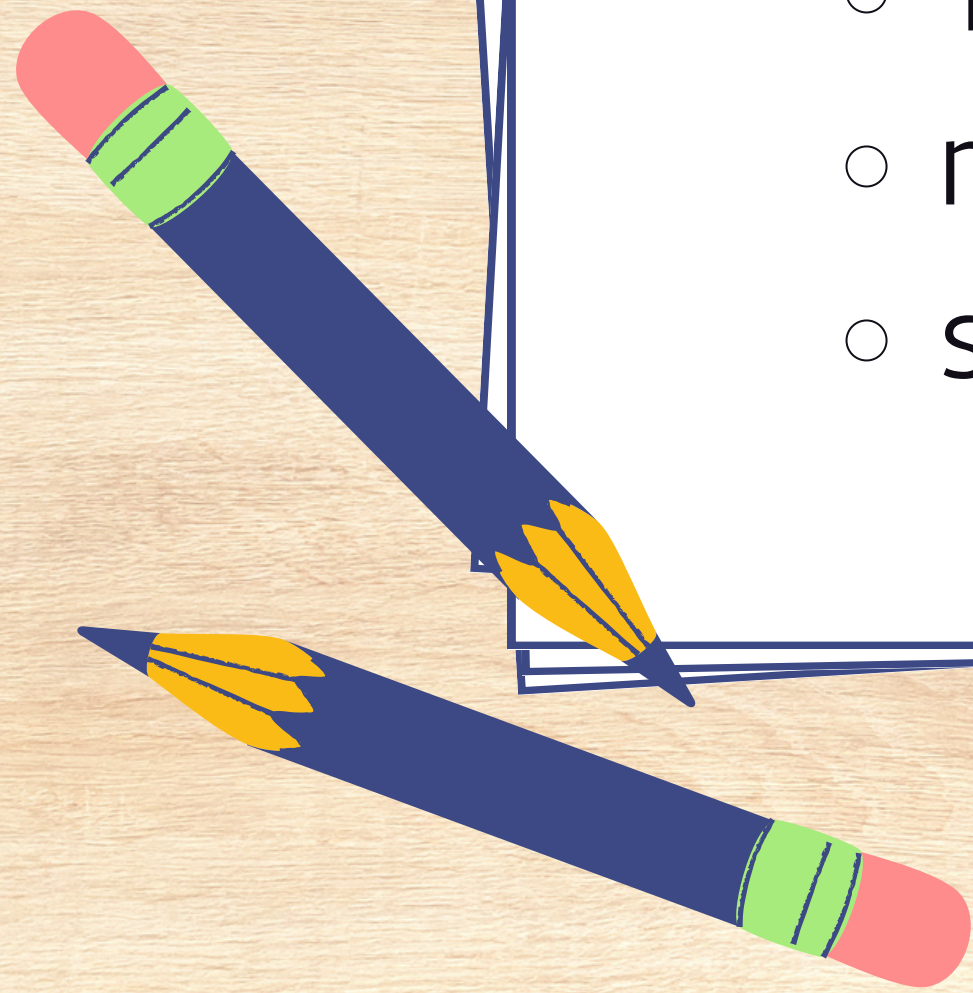
ROUTINE IS KING

Quickest way to get students talking in the target language is establishing a good routine



EXAMPLE

- Intention: have students speak as much of the target language as possible. (aim for 30 - 40%)
 - 15 - 20 min of class time
 - make greetings dynamic
 - speaking practice and low stake activities



PARTICIPATION IS A PROBLEM

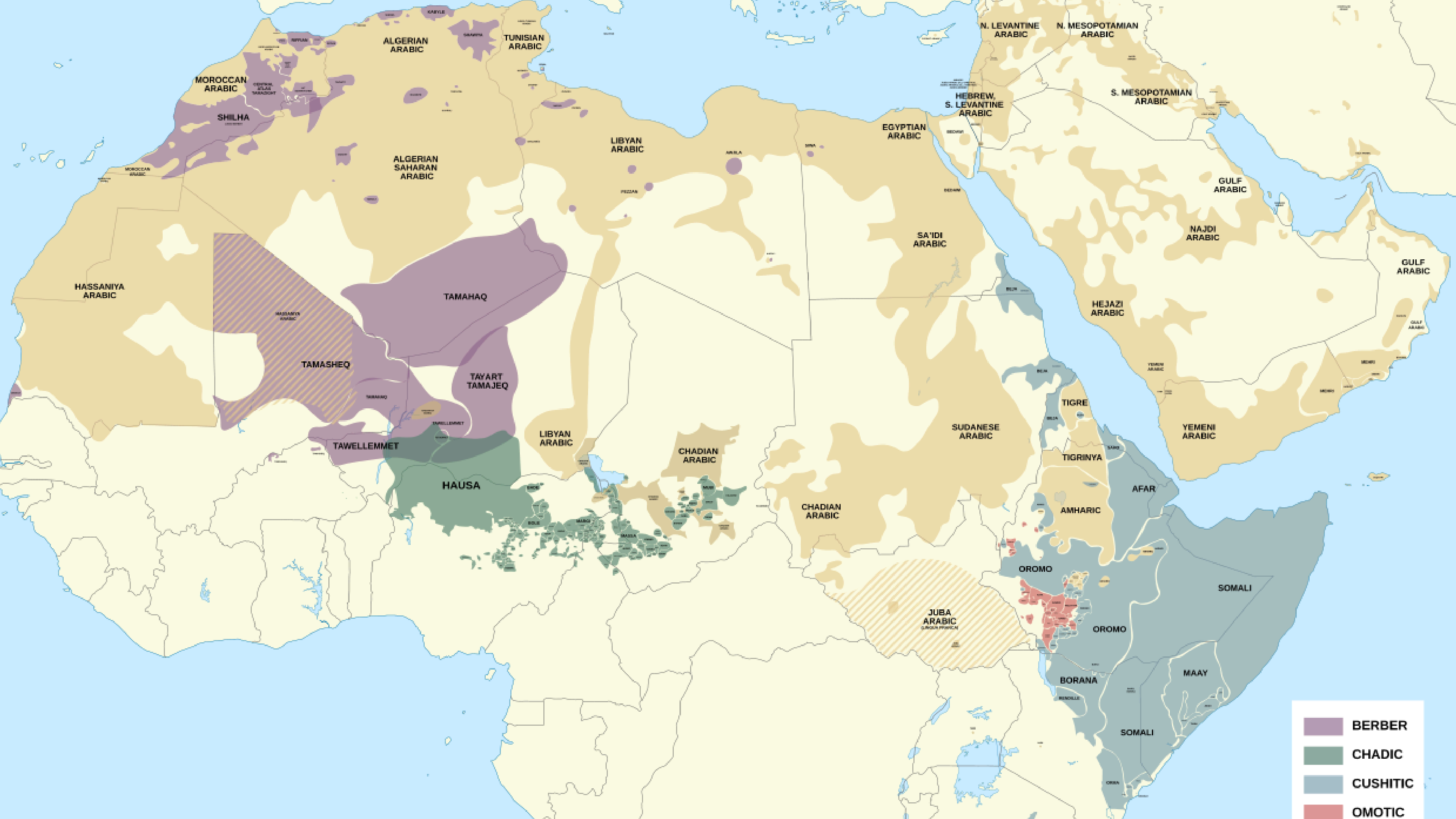
If you can't get them
to speak, use Level 0





AF SOOMAALI
(LUQADDA SOMALI)

اف صومال



- BERBER
- CHADIC
- CUSHITIC
- OMOTIC

Aan wadda barano xarfaha alifbaata da iyo dhawaaq



Let's practice
some phonics,
with the three
hardest sounds
for English
speakers!

The Somali letter "C"
is pronounced like a
voiced pharyngeal
fricative, similar to
."ع" the Arabic letter

caafimaad

caddaan

caawi

caasimad

The letter "X" is pronounced like a voiceless pharyngeal fricative, akin to the "ح" in Arabic

xaafad

xayawaan

fara^xsan

xaasid

Lastly, the Somali "R" is a trilled or rolled "R", similar to the Spanish "rr", requiring a rapid vibration of the tongue against the roof of the mouth.

rab

reer

run

Rum

Level 1

- ▶ Salam caleekum, magacey waa (name). Magacaa?
 - ▶ Hello. My name is _____.
- ▶ Caafimaad ka waran?
 - ▶ How are you?
- ▶ Waan ficantahay. Ma ficantahay?
 - ▶ I'm fine? Are you?
- ▶ (Origin) waxaan ka imid. Maxadsanid!
 - ▶ I'm from _____. Nice to meet you!

Level 2

- ▶ Salam caleikum, magacey waa (name).
Magacaa?
- ▶ Caafimaad ka waran?
- ▶ Waan ficantahay. Ma ficantahay?
- ▶ (Origin) waxaan ka imid. Maxadsanid!

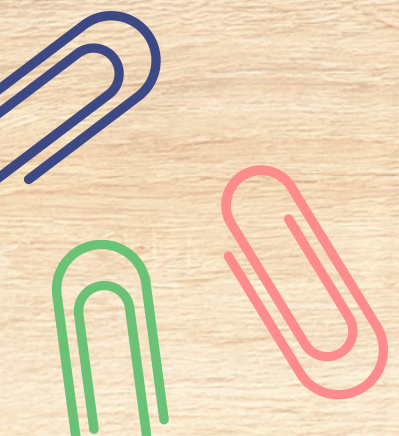
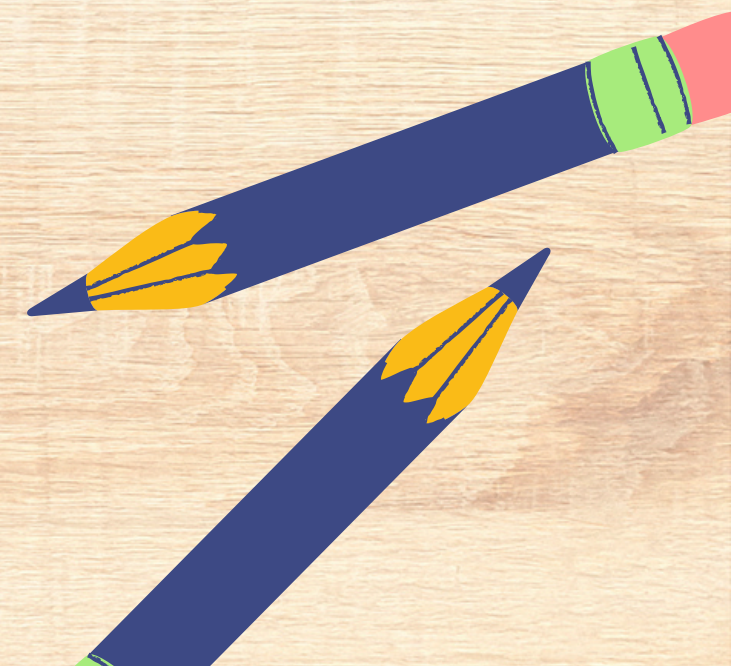
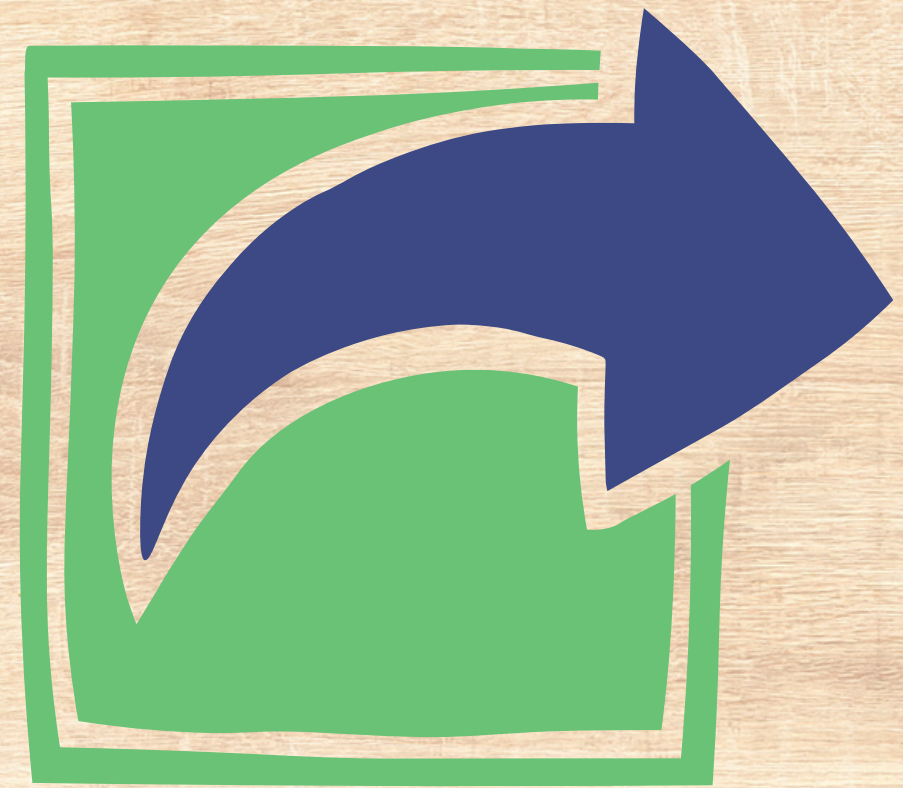


Level 3

頑張っで!

PROGRESS IS THE SOLUTION

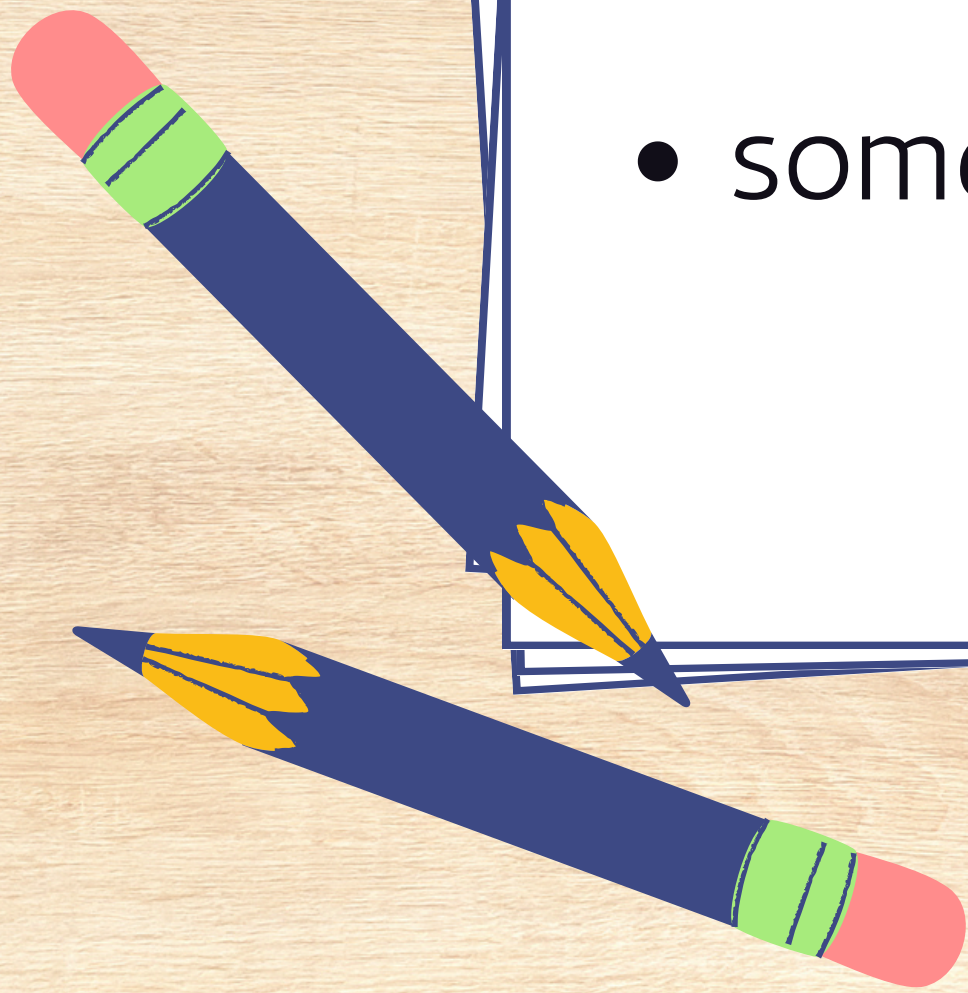
Progress is problem solving
Progress is progress
no matter what
progress looks
different for everyone



UTILIZE LEVELS FOR PROGRESS

- Having different levels that students can try encourages participation and progress
- sometimes encouragement is progress

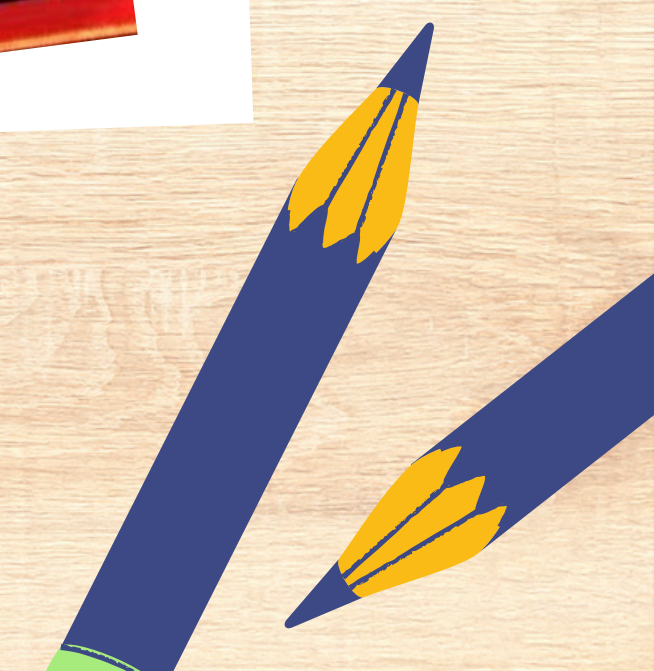
Levels are for inclusivity



MEASURING PROGRESS

Measuring progress can
be fun for everyone

Having students to see their
progress is a great way to
encourage participation



**MAHADSANID,
SAAXIBO!**