

Thursday, June 30, 2016

How does instruction match the internal structure of the language? Word Study in Spanish and other Authentic Strategies

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 9 A Constructivist Approach to Word Study pages 114-115 Comparing English and Spanish at the Word Level pages 115-118 Spanish Literacy Strategies: pages 119-131.	En español-> • La tercera premisa: Una comparación de la lectoescritura en inglés y en el español • El lenguaje pedagógico • Métodos auténticos: ○ <i>Comparing English and Spanish Literacy;</i> ○ <i>Reading Recovery in Spanish</i> ○ <i>El dictado (cómo cambia el énfasis en los grados, el lenguaje técnico, etc.)</i> Videos-> • Español: ○ Nombres cortos y largos (serie de 5 videos que muestran cómo enseñar la fonología) ○ El dictado en 1 grado •

A Constructivist Approach to Word Study - Pages 114-155

In other words, word study means _____.

It is best learned when _____.

The way we teach word study is _____.

I wonder if _____.

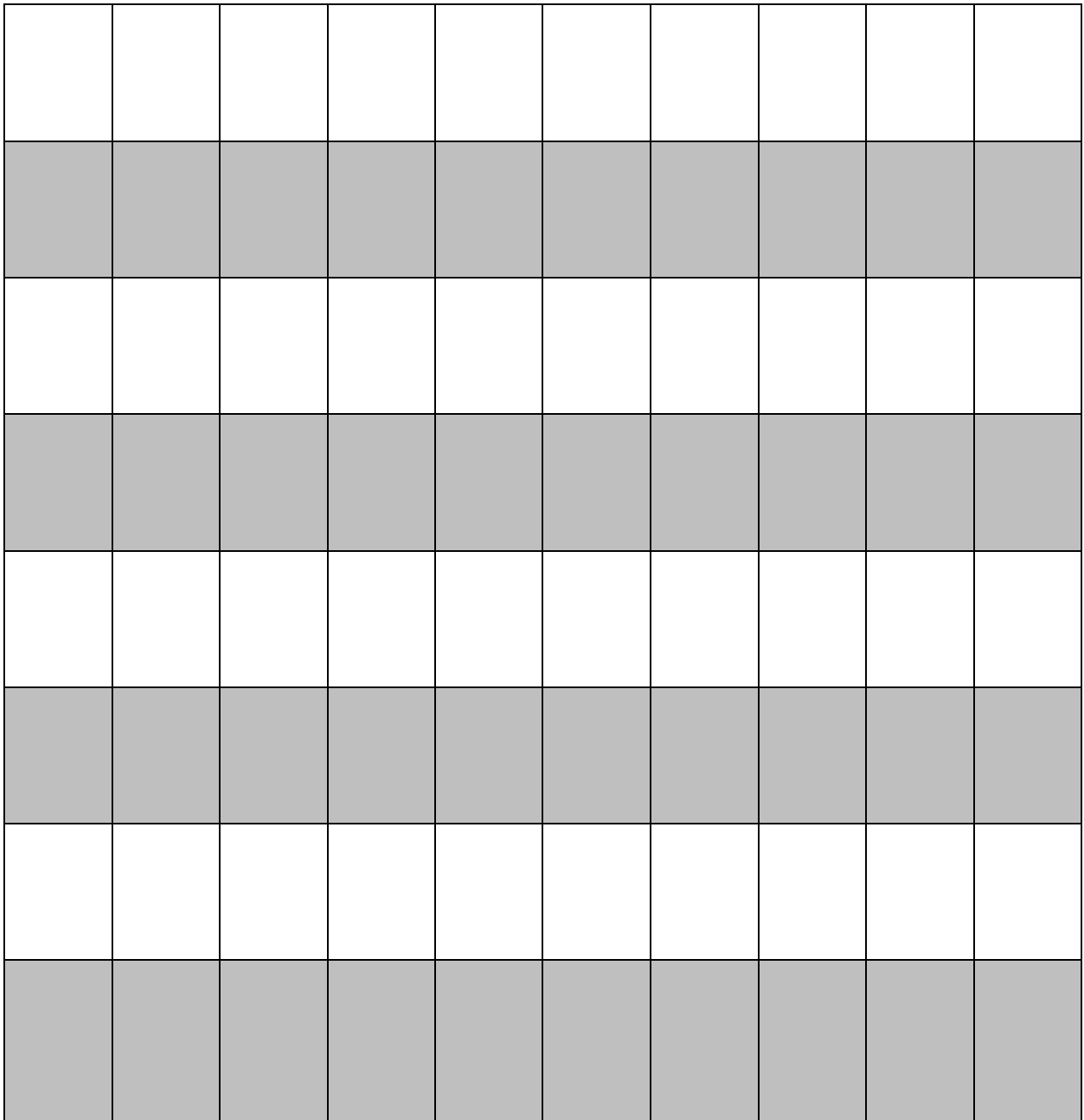
Word study in biliteracy requires _____.

NOTE CATCHER

SPANISH	ENGLISH

VIDEO

LITERACY SKILL/ELEMENT	METHOD – HOW IT IS BEING TAUGHT	COMMENTS



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What are the elements of the Bridge and metalinguistic focus?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>The Bridge and Bridging</i> , pp. 4-5 Chapter 10 <i>The Bridge: Strengthening Connections between Languages</i> , pp. 133-150	Resources -> • Research Articles Videos-> • The Bridge – These videos show the Bridge in a variety of classrooms, from Kindergarten to Middle School. About -> • Blogs -> ○ Beginning with Biliteracy - The Earliest Connections: Bridging in Kindergarten - Planning and Implementing a Bridge with Young Students - Unexpected Noticings

Bridge Observation Guide: The Elements of a Side-by-Side Bridge

Element of the Bridge	Observations
1. Review in the language of instruction	
2. Elicit key words/phrases/sentences in the language of instruction from students	
3. Practice the terms in the new language	

4. The Bridge - Match the key words/phrases/sentences to the other language	
5. Metalinguistic focus	
6. What happens tomorrow? And the next day?	

Strategies for The Bridge (In Chapter 10)	
Page, <i>Teaching for Biliteracy</i>	Notes
Side-by-Side (P. 135-136)	
Illustration or Graph (Bottom of P. 138 and top of p. 139)	
Así se dice (p. 139)	