

Thursday, June 30, 2016

***What are the elements of the
Bridge and metalinguistic focus?***



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THE CENTER

What are the elements of the Bridge and metalinguistic focus?



Defining the Bridge
Elements of the Bridge
Contrastive Analysis/Metalinguistic
Focus

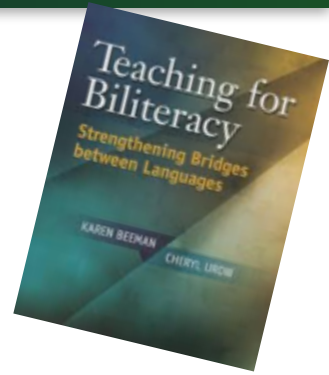
The Bridge - for academic achievement

Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**

Jimenez, García, and Pearson, 1996, Dressler et al, 2011, de Jong 2011

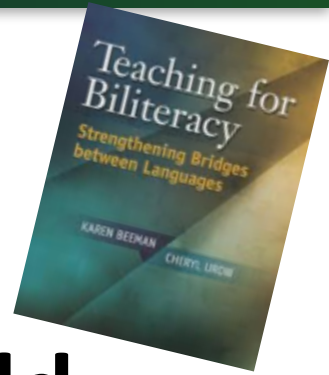
The Bridge

- Read *The Bridge and Bridging*, p. 4
- Be prepared to complete this sentence:



The purpose of the Bridge is two-fold.
First, _____. Secondly, _____

The Bridge – p. 134



The purpose of the Bridge is two-fold.

First, it is to help students transfer academic language learned in one language to the other language.

Secondly, it is to engage students in contrastive analysis of their languages by focusing on how Spanish and English are similar and different.

When the Bridge is part of biliteracy instruction...

- **There is less** asking, “What language should we test in?”
- **There is less** language mixing on the part of BOTH students and teachers (**less** leakage)
- **There is less** asking, “Which is more important – language or content?”



When the Bridge is part of biliteracy instruction...

- **There is more** fidelity to the programmatic language of instruction
- **There is more** language development on the part of the students
- **There is more** metalinguistic development on the part of the students.
- **There is more** collaboration between teachers in two-teacher models



The Bridge - for academic achievement

The Bridge goes both ways

- from Spanish to English
- from English to Spanish

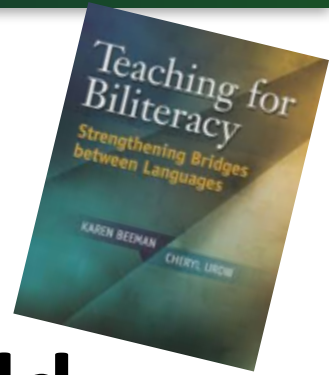
The Bridge happens at the end of units of instruction, in all the content areas.

Bridge Chart

- líquido liquid
- gas gas
- transformar transform
- sólido solid
- materia matter
- derriete melt
- frío cold
- calor hot
- expande expands
- experimento experiment
- forma form / shape
- recipiente container
- evapora evaporates
- congela freezes
- condensa condense
- flexible flexible
- rígido rigid/stiff
- viscoso viscous
- áspero rough
- suave soft
- coloreado colored
- transparente transparent
- puntiagudo pointy
- lijar sandpaper
sand
- burbujear bubbly

Austin, Texas

The Bridge – p. 134



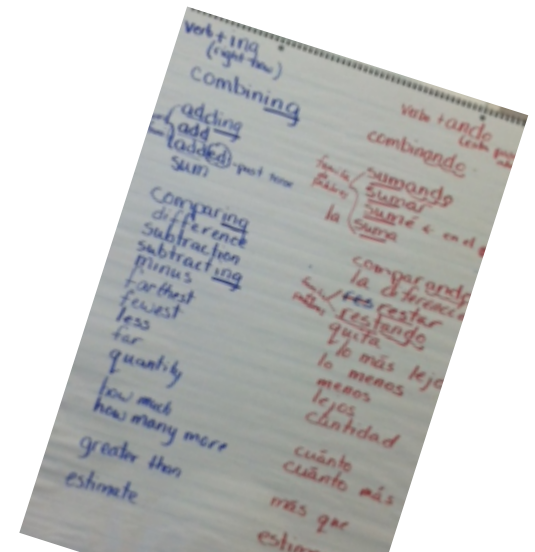
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A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both languages



Bridge Anchor chart

el coraje	mad/temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

A Bridge produces...

1. A Bridge anchor chart – a color coded visual aid that includes both languages
2. A metalinguistic focus anchor chart – that compares and/or contrasts elements of the two languages

Bridge Anchor Chart

el coraje	mad / temper
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Metalinguistic Anchor Chart

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DS)	<u>construction</u> (DS)
<u>Dirección</u> (AC)	<u>Direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>Multipliación</u> (TR)	<u>Multiplication</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)

Bridge anchor chart

responsabilidad	responsibility
responsable	responsible
reciclar	recycle
cuidar	take care of
cumplir	complete
respetar	respect
organizar	organize

Metalinguistic anchor chart

cognados	cognates
responsable h honesto Obedecer CONTaminación	responsable honest obey contaminatio

metalinguistic analysis

The focus of the metalinguistic analysis is determined by

- **The needs of the students**
- **The words/phrases in the Bridge**
- **State standards**

Start with what is the **same** between the languages, and then move to **differences**.

Your turn:
Is it a Bridge chart or a
metalinguistic chart?



Bridge chart or metalinguistic chart?

Vocabulario de Matemáticas
Marcas de conteo - tally marks
Atras - Move back
Adelante - Move forward
Cuadrícula de número - Number Grid
Recta de número - Number line
Par - even
impar - odd

La Tierra

- accidentes geográficos
- roca metamórfica
- roca ígnea
- roca sedimentaria
- ciclo de roca
- corteza terrestre
- capas
- manto
- núcleo (interior y exterior)
- placas tectónicas
- magma/roca fundida
- fósiles
- sobre tiempo
- meteorización
- erosión
- movimiento
 - convergente
 - divergente
 - transformación
- minerales
- cambiar

The Earth

- land forms
- metamorphic rock
- igneous rock
- sedimentary rock
- rock cycle
- crust
- layers
- mantle
- core (interior and exterior)
- Tectonic plates
- magma/molten rock
- fossils
- over time
- weathering
- erosion
- movement
 - convergent
 - divergent
 - transformation

Bridge chart
or
metalinguistic
chart?

Veronica DeLeon, 4th
grade

Reno, NV

-fia

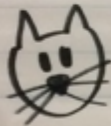
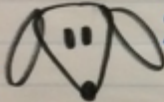
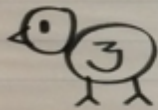
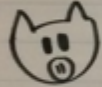
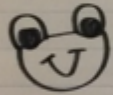
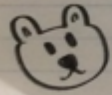
ortografía
filosofía

-phy

orthography
philosophy



Bridge chart
or
metalinguistic
chart?

Plurals - Nhiều hơn một	
english	vietnamese
 15 Cats	15 con mèo
 20 dogs	20 con chó
 two birds	2 con chim
 5 pigs	5 con heo
 991 frogs	991 con ếch
 100 bears	100 con gấu

Bridge chart or metalinguistic chart?

redondear

* dígito

forma desarrollada

* suma
Sumar

* estimar

* forma estándar

* forma verbal

valor posicional

incógnita

millares

decenas

unidades

centenas

* cálculo mental

to round

* digit

expanded form

* sum
to add

to estimate

* standard form

* verbal form

place value

unknown

thousands

tens

ones

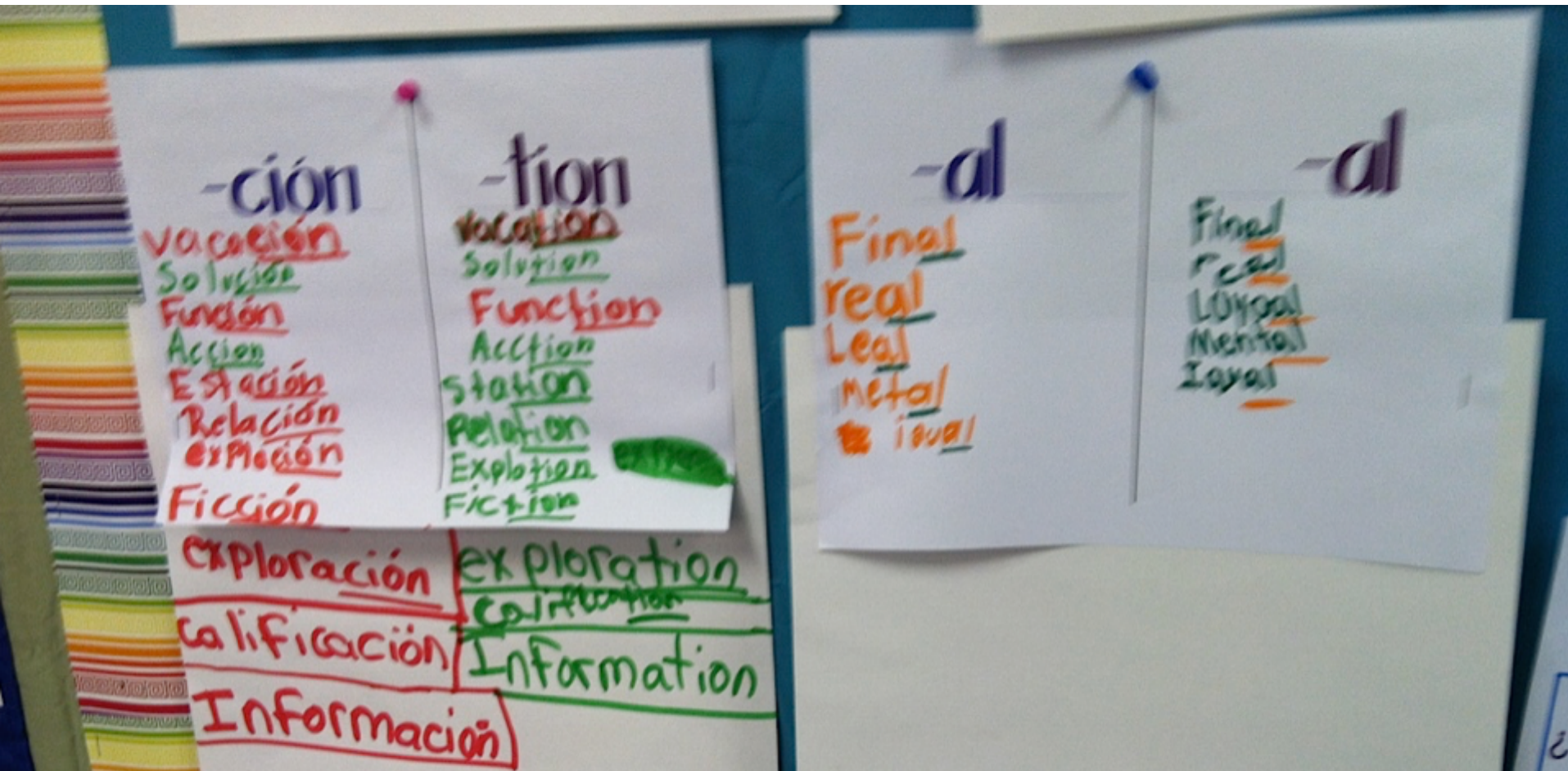
hundreds

* mental calculation

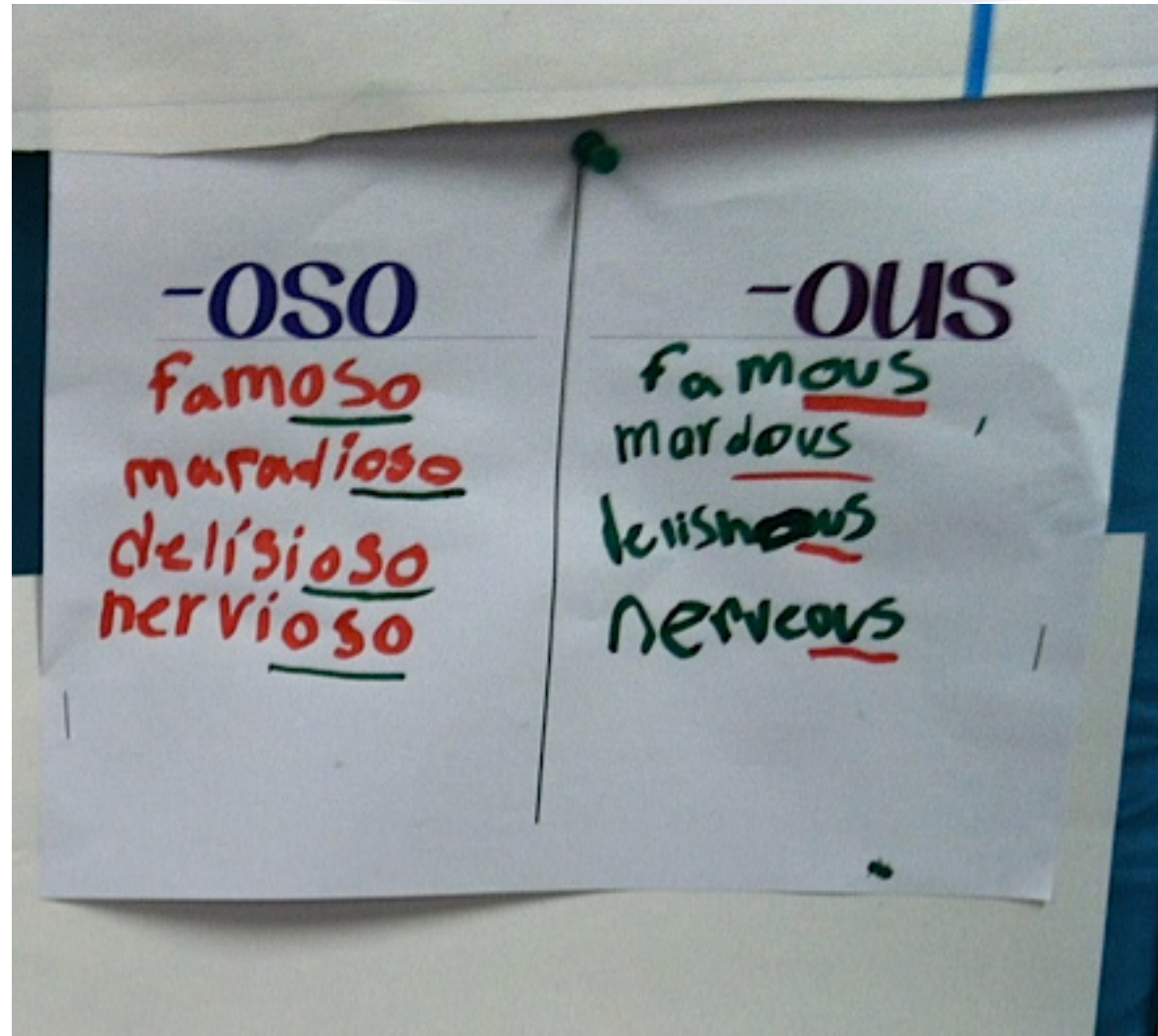
Bridge chart
or
metalinguistic
chart?



Bridge chart or metalinguistic chart?



Bridge chart
or
metalinguistic
chart?



Bridge chart or
metalinguistic
chart?

oraciones	sentences
1. letra mayúscula	1. capital letter
2. punto final	2. period
3. espacios	3. spaces
4. leer	4. read

Bridge chart or
metalinguistic
chart?

Lugares Places		Illustraciones Illustration	Español	English
			clase	class
			la casa	home
			el pasillo	halls
			el colegio la escuela	school
			Comunidad Urbana	Urban Community
			Comunidad Suburbana	Suburban Community
			Comunidad Granjera	Rural Community

Elements of the Bridge between Languages



Elements of the Bridge between Language

- The purpose of the Bridge is what differentiates it from a simple translation – the focus of the Bridge is LANGUAGE, rather than content.
- **The process of the Bridge is what also differentiates it from a simple translation – the process is student-centered and interactive.**



Theme

Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Standards

Content Area and Content **Big Idea(s)**
Language Arts **Big Ideas**

Content Area Targets
Language Targets

Summative Assessment

Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Building Comprehension

- Readers' Workshop
- Read aloud

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Fluency

Summative Assessment

Bridge

- Metalinguistic Skills

Lesson or Activity

Formative Assessment

What are the elements (steps) of the Bridge? Side-by-side

- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction from students
- Practice the terms in the new language
- The Bridge - Match the key words/phrases/sentences to the other language
- Metalinguistic focus
- What happens tomorrow? And the next day?



A Bridge in Kinder

Video will be available at:

- www.TeachingForBiliteracy.com

—Videos

- Bridge – A Bridge in Kindergarten

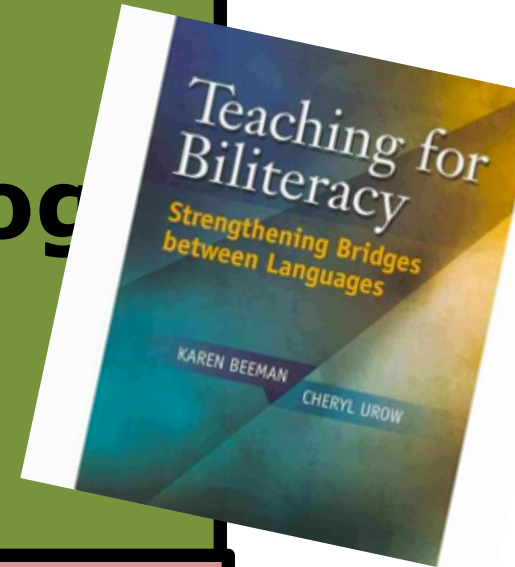
Contrastive Analysis/ Metalinguistic Focus



metalinguistic analysis p. 142

phonology

morphology



**syntax and
grammar**

pragmatics

metalinguistic analysis

The focus of the metalinguistic analysis is determined by

- **The needs of the students**
- **The words/phrases in the Bridge**
- **State standards (CCSS – *Language*)**

Start with what is the **same** between the languages, and then move to **differences**.

Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennas
seis patas	six legs
las alas	the wings
volar	to fly
la hormiga	the ant
la oruga	the caterpillar
el grillo	the cricket
fascinantes	fascinating



t	t	th	th
el tórax		thorax	the
los insectos	insects	three	other
tres partes	parts	think	that
las antenas	antennas	something	another
las patas		thing	there
fascinantes	fascinating	month	
	ant	with	
	caterpillar		
	cricket		

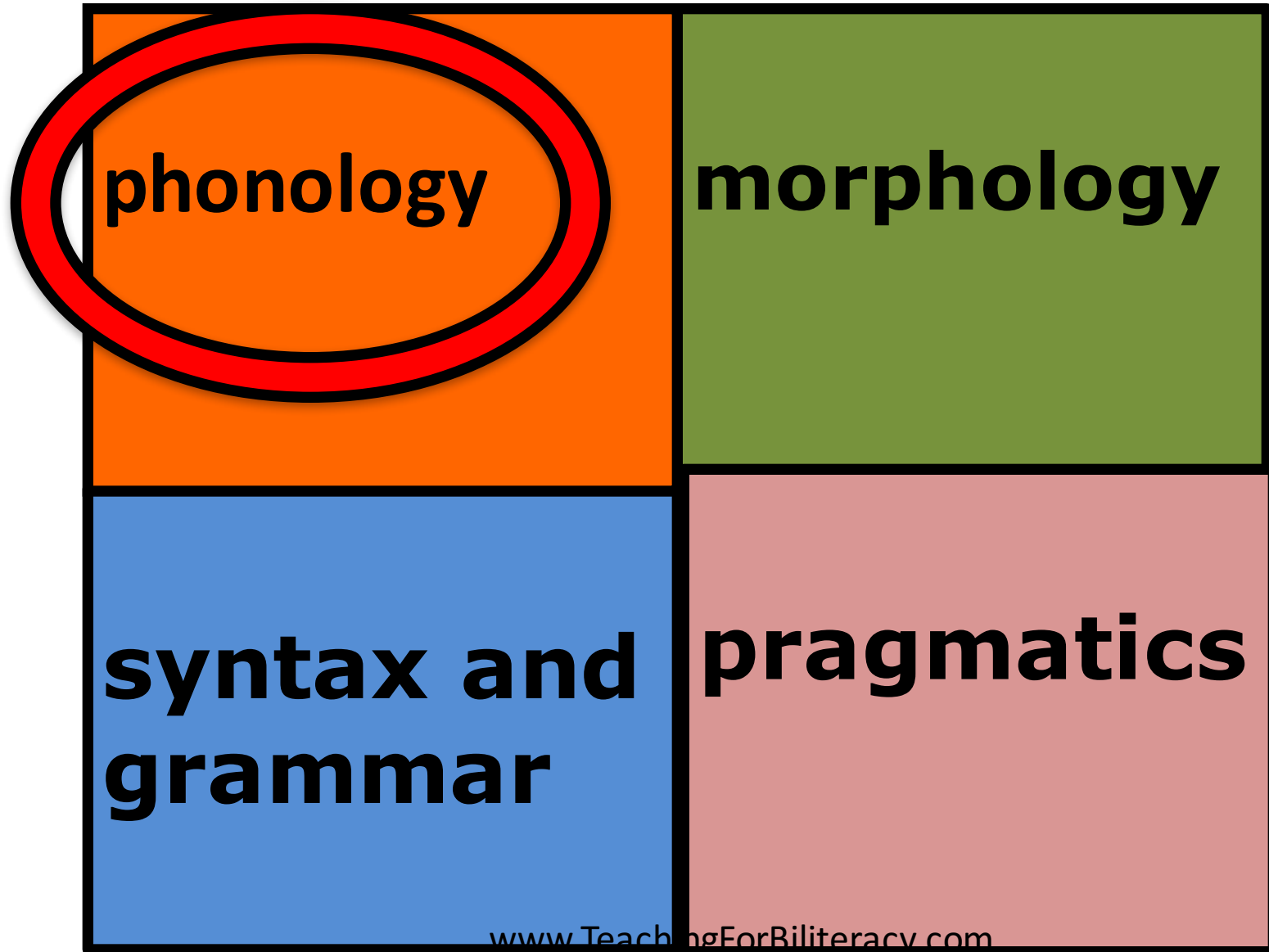
Phonology - t

ten
(tener)

ten
(10)



metalinguistic analysis p. 142



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Metalinguistic anchor chart - phonology

I

I /II

los

legs

la

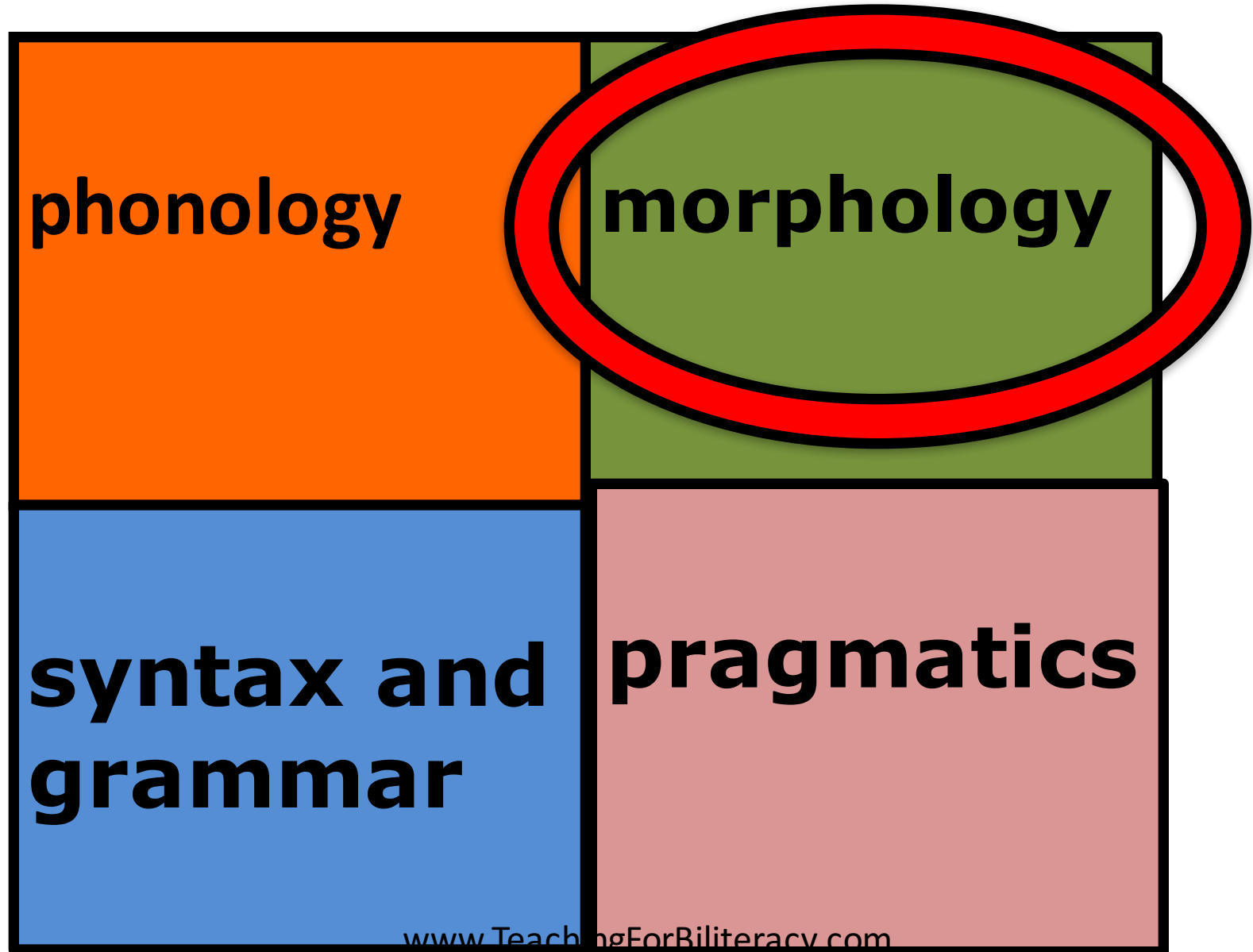
fly

alas

caterpillar

volar

metalinguistic analysis p. 142



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fascinantes	fascinating



very

Cognates	Coonados
Opinion	Opinion
meat	meat
Giraffe	Giraffe
Physical Education	Education



Product: Pizza	
Natural Resources	Capital
Pig Cheese Tomato Garlic Salt Pineapple	Pan Oven

Producers in the

- ✓ Chef-producing food
- ✓ clothes-maker
- Bo accountant

Follow the M NEY!

Metalinguistic anchor chart: morphology

ia

sedimentaria

democracia

filosofía

y

sedimentary

democracy

philosophy

-ia -ía -io

dia
Fantasia

Diario

Vocabulario

maria

glosario

Pasio

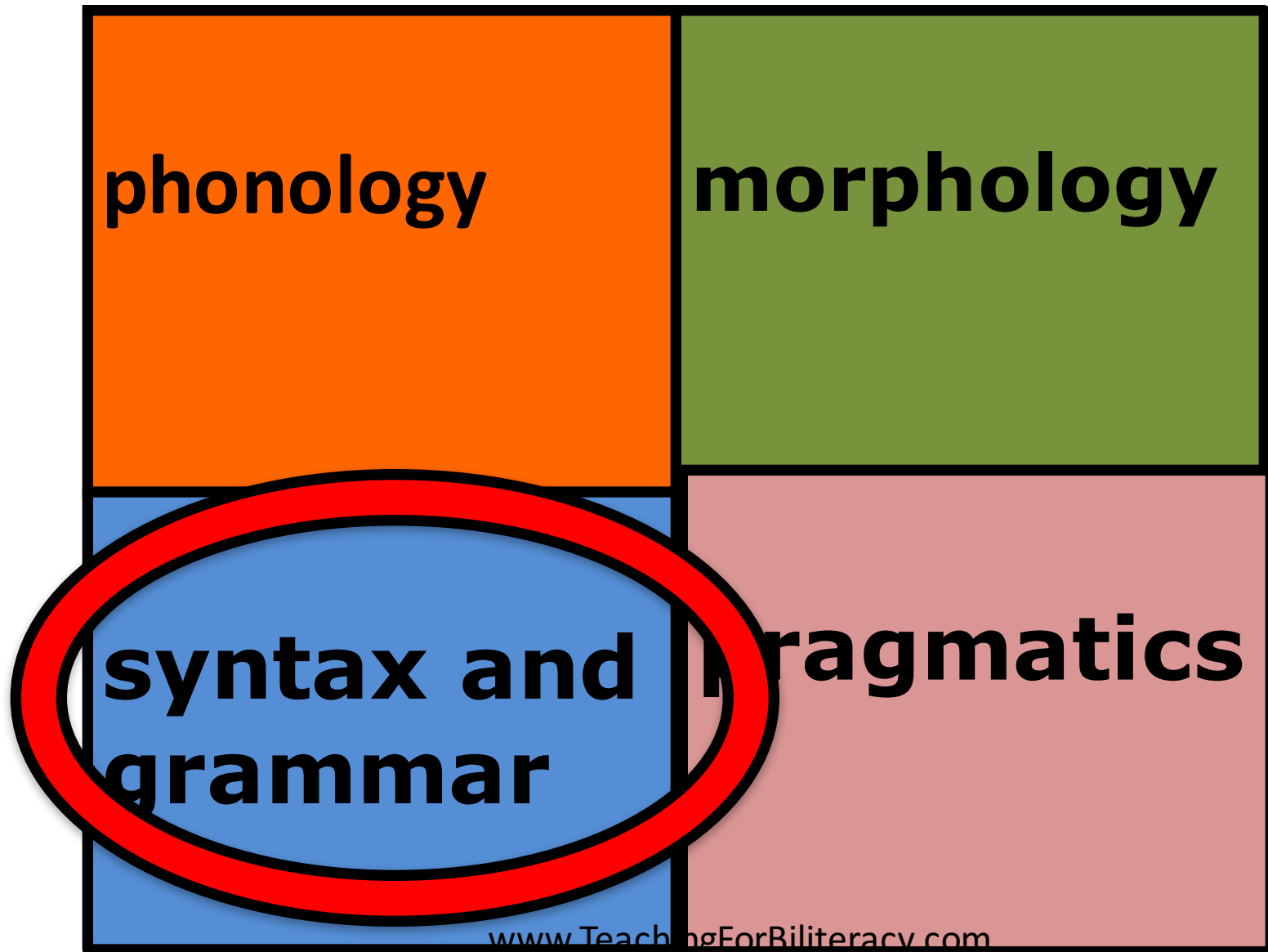
-y

day
Fantasy

Diary
vocabulary
marry

glasary
hall way

metalinguistic analysis p. 142



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Metalinguistic anchor chart – syntax and grammar

-S

insectos

partes

antenas

patas

- S

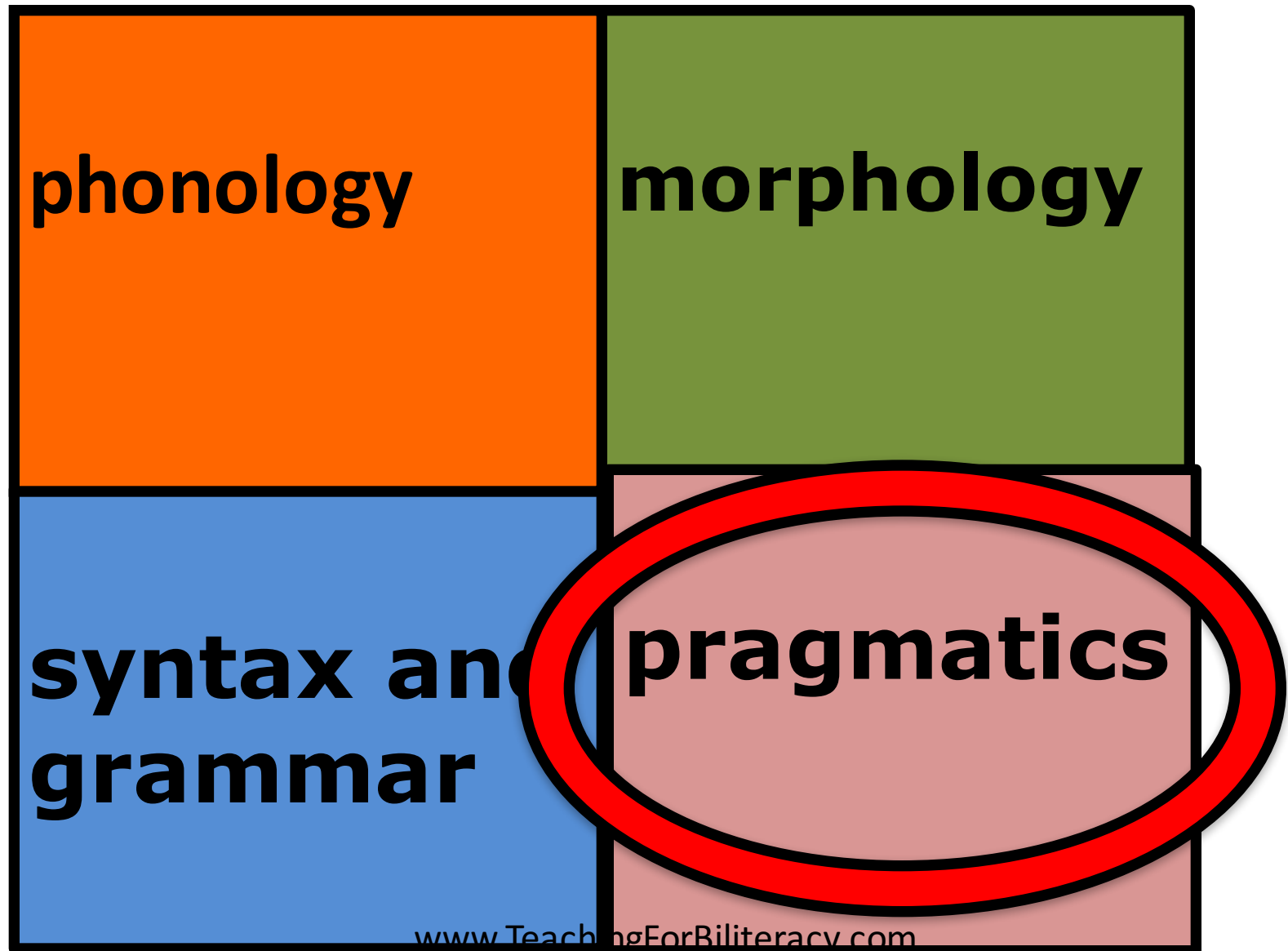
insects

parts

antennas

legs

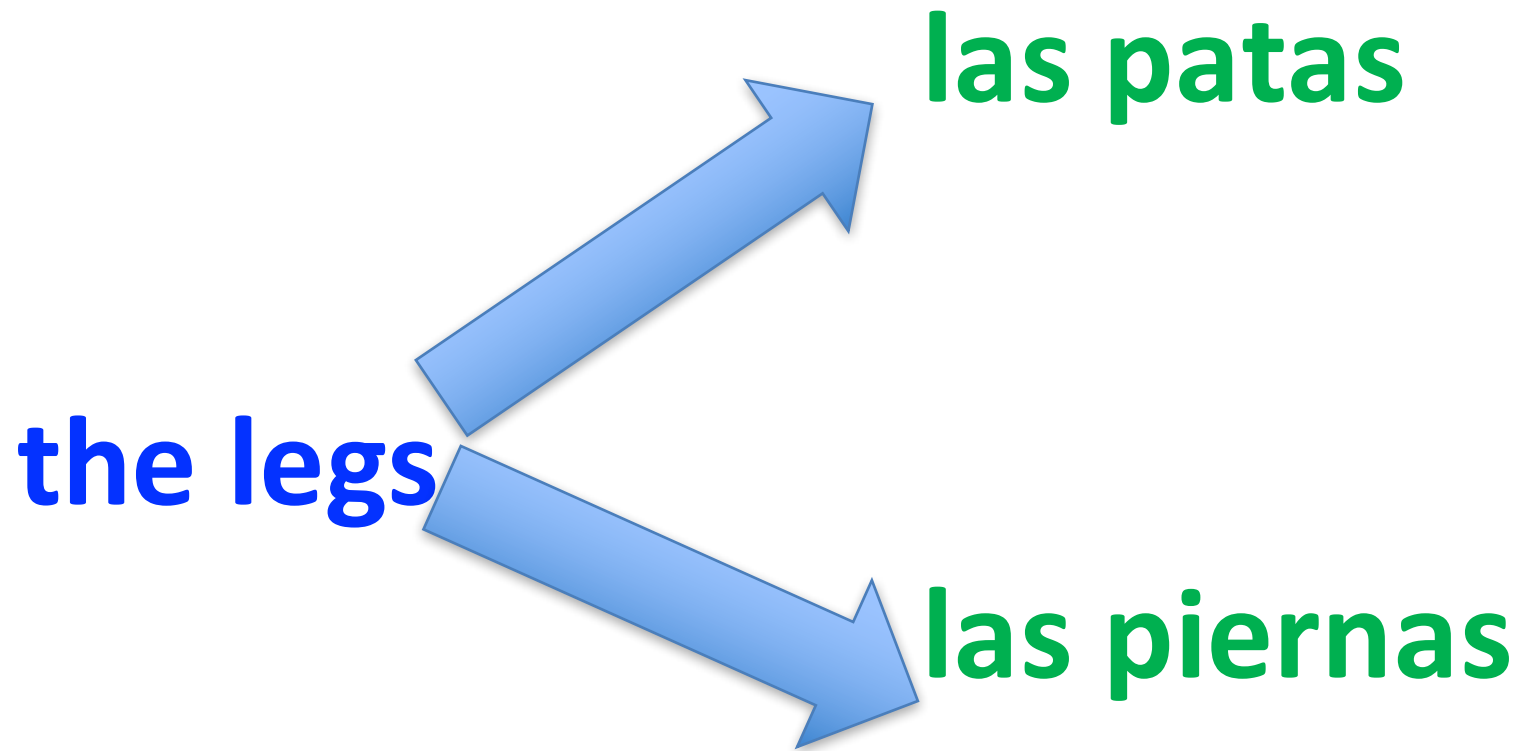
metalinguistic analysis p. 142



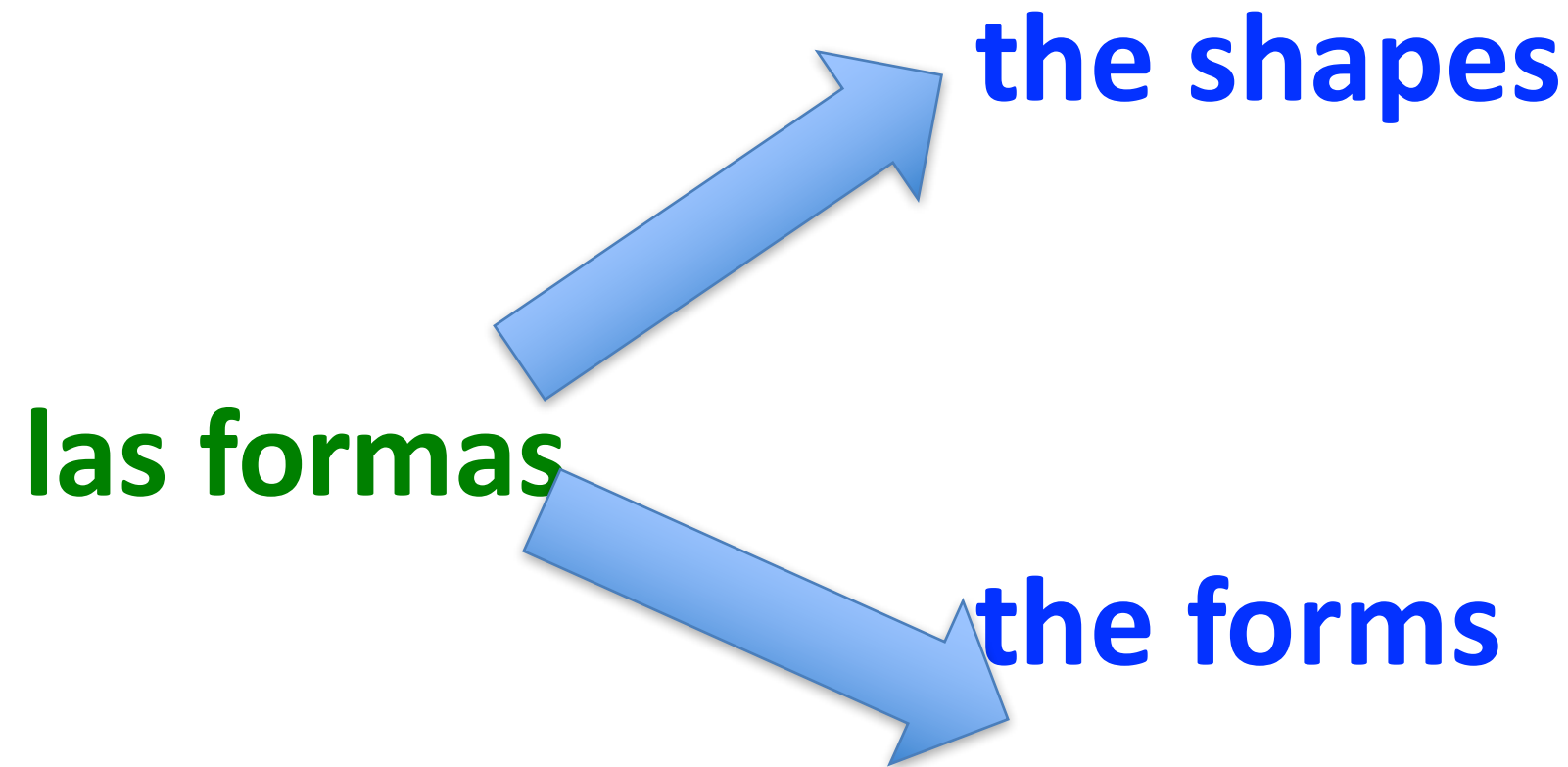
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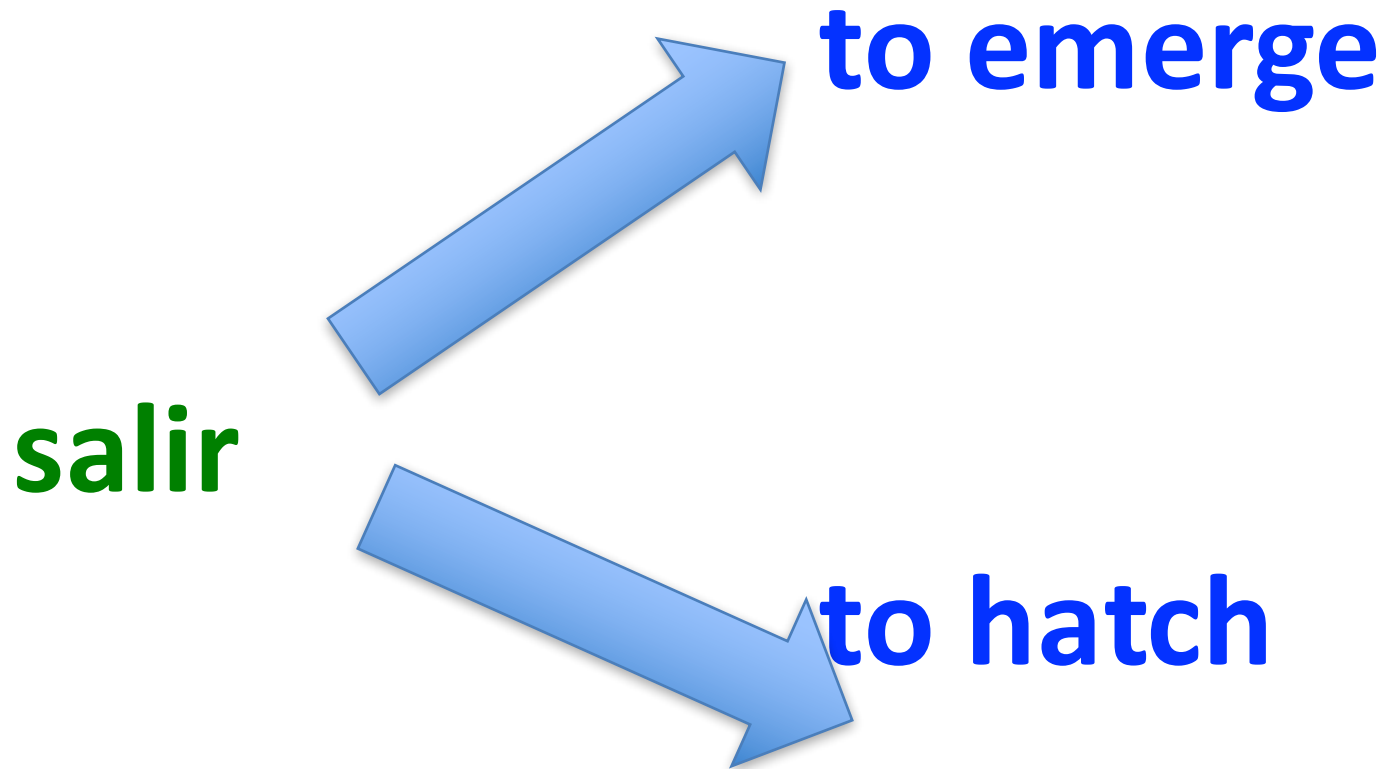
Metalinguistic chart: pragmatics



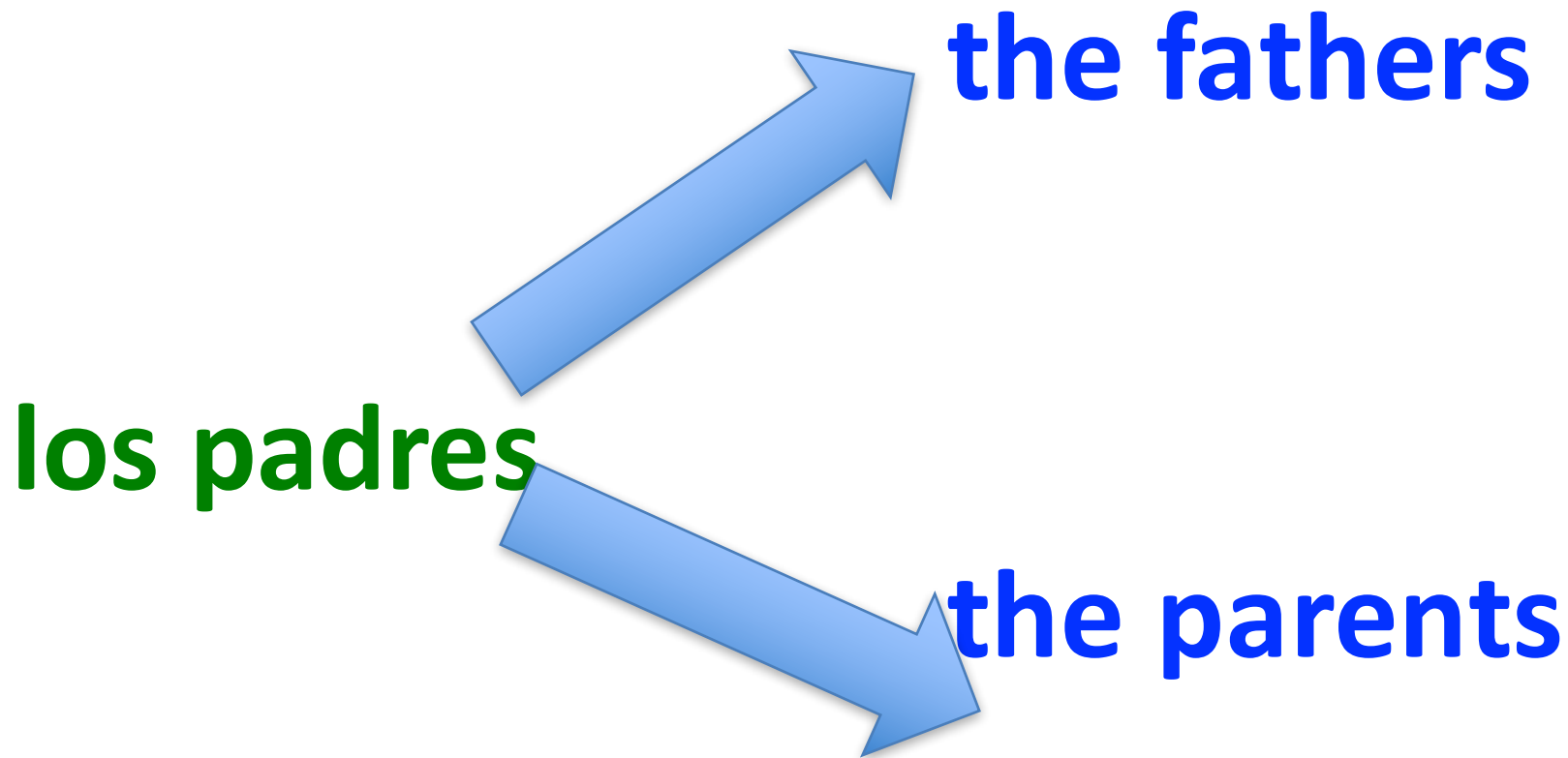
Metalinguistic chart: pragmatics



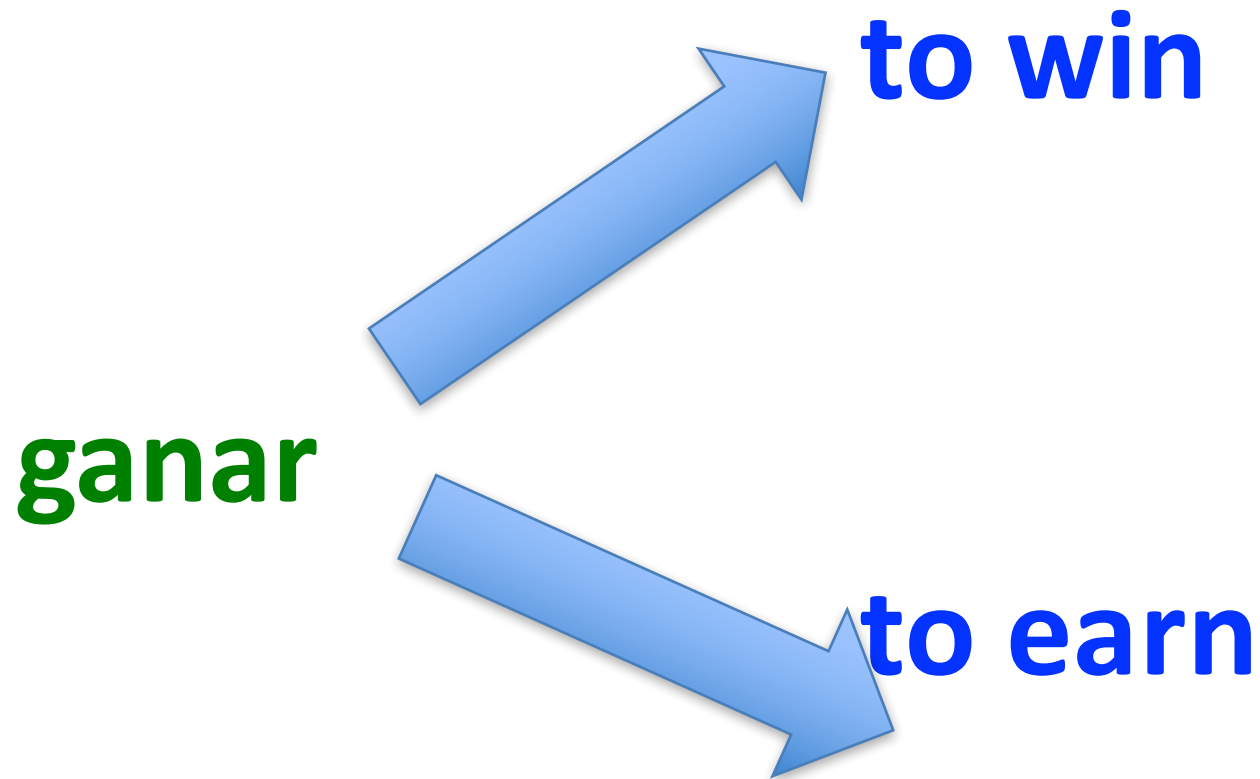
Metalinguistic chart: pragmatics



Metalinguistic chart: pragmatics



Metalinguistic chart: pragmatics



Three types of Bridges

- Side by side (p.135-6)

el calor	the heat
el agua	the water
la presión	the pressure
el viento	the wind
la roca	the sedimentary rock
Sedimentaria	
la erosión	the erosion
la roca metamórfica	the metamorphic rock

Three types of Bridges

- Side by side (p.135-6)
- Illustration or graph (138-9)

Th

ges

- Side b
- Illustr

138-9)



Three types of Bridges

- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)

Metalinguistic chart – Así se dice p. 139

Los insectos
tienen un
cuerpo dividido
en tres partes.

Three types of Bridges

- Side by side (p.135-6)
- Illustration or graph (138-9)
- Así se dice (p. 139)

The Bridge I will most use with my students is...

Illustration

Side-by-side

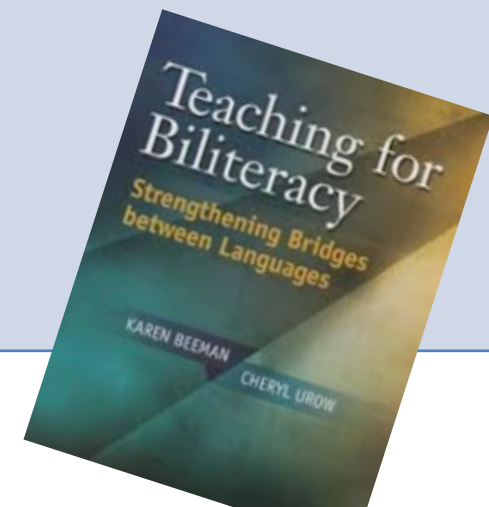
Así se dice



• <u>Título</u>	• <u>title</u>
escenario	setting
Personajes	Characters
<u>Secuencia</u>	<u>Sequence</u>
eventos	events
Primero	First
luego	next, then
al final	finally
Problema	problem
Solución	Solution

Construcción de Agua Water Construction

Yo sé que el agua tiene un ciclo. Aparte de ciclo tiene formas como sólida, líquida, y evaporada. Un ejemplo de agua en forma sólida es el Hotel de Hielo de Suecia. Cuando el hotel se derrite, el agua se convierte en forma líquida. Luego cuando el sol calienta la tierra, el agua se evapora como gas.	I know that water goes through a cycle. Aside from having a cycle, water also has states (forms) like solid, liquid, and gas. An example of water in solid form is the Ice Hotel in Sweden. When the hotel melts, the water becomes a liquid form. Then the sun warms the earth, water evaporates in form of gas.
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**The area of metalinguistic awareness
that I will focus on most in my
classroom is...**

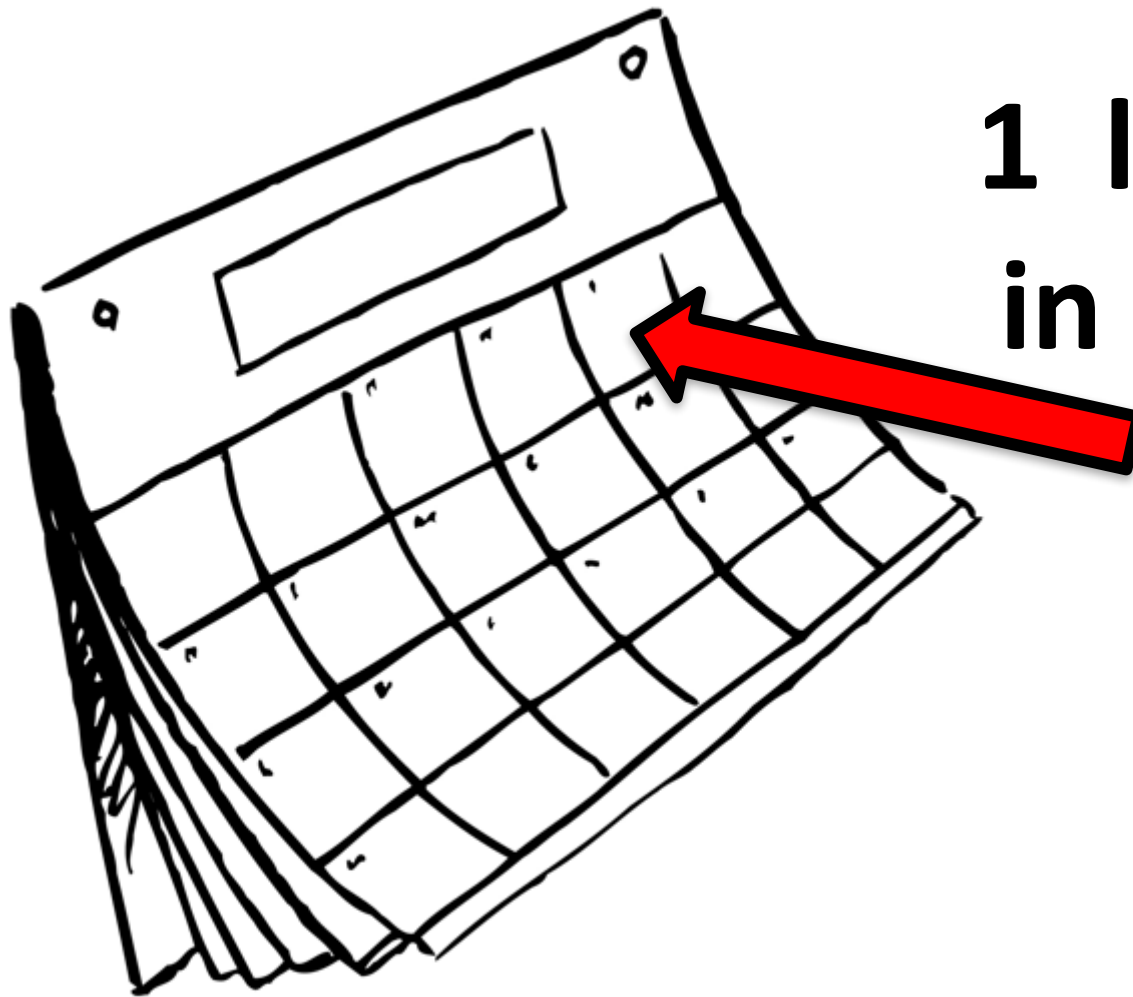
phonology

morphology

**syntax and
grammar**

pragmatics

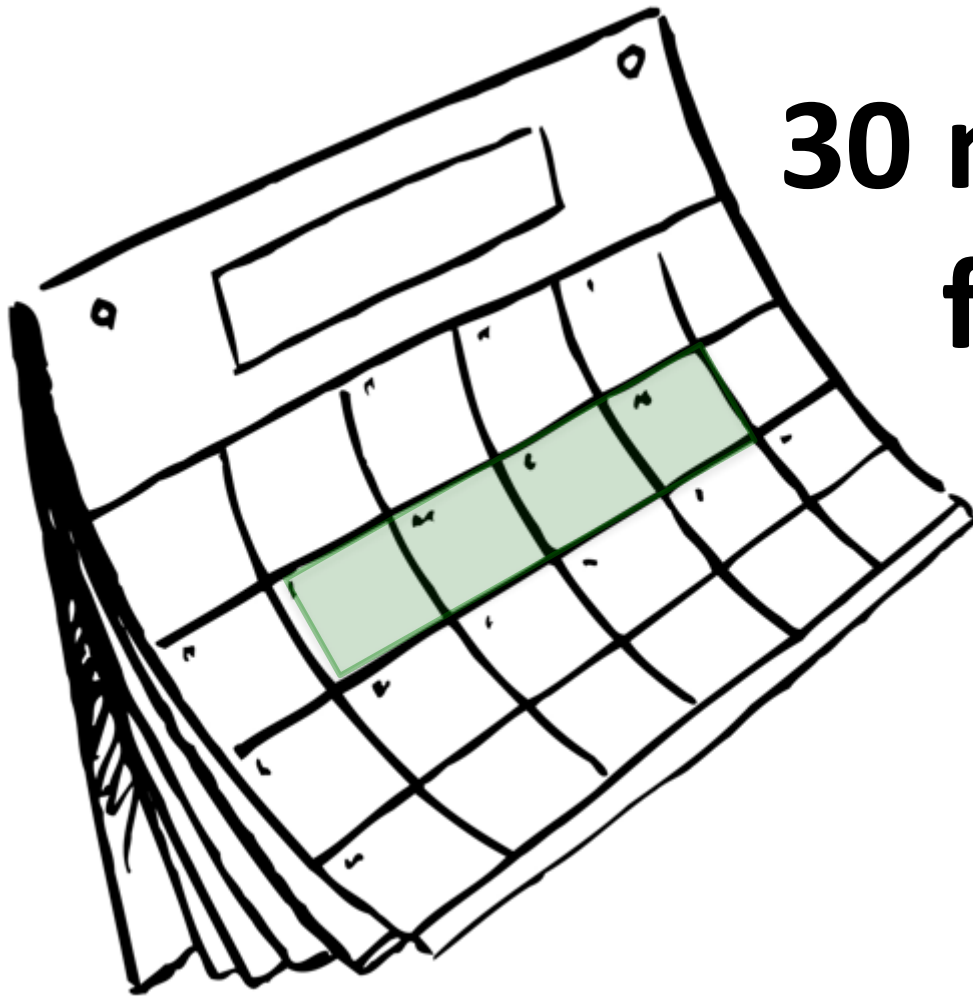
How Long Does a Bridge Take?



**1 lesson
in 1 day**



How Long Does a Bridge Take?



**30 minutes/day
for 4 days**



How Long Does a Bridge Take?



In What Direction Does the Bridge Go?

Spanish to **English**



English to **Spanish**



Evaluation for Thursday

<http://goo.gl/forms/LKEh8iBG2GcyHVdp1>



Thursday afternoon sessions:

- Salon A - How Spanish Works (*en español*) – Olga Karwoski
- Salon B - What the Bridge Looks Like – Susan Pryor and Melody Wharton
- Salon C - Round Table for Administrators
- Dessert at 1:15!!

