

Implementing the Bridge in a Two-Way Immersion Program without being Bilingual



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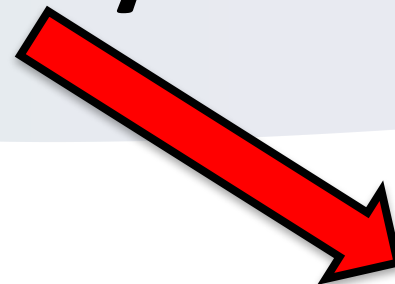


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Objectives

- Define purpose of the Bridge in a dual language program.
- Share strategies for non-bilingual teachers to utilize the Bridge and support bilingualism in a dual language program.



HikingArtist



Our TWI Program

- 50/50 Model
 - Two-Teacher Model – both teaching FOR BILITERACY
 - TWI K- grade 6, one cohort in our school
 - 3 TWI programs in our district
 - Strict content allocations, bridges at the end of units in both languages
 - Support from the Center for Teaching for Biliteracy for the past 5 years
-
- Kinder/1st
 - 2nd/3rd
 - 4th, 5th, 6th combo



What about YOU?

- Where are you from?
- What is your role in dual language in your district?
- What kind of program are you involved in? (50/50, 80/20, 90/10, TWI, one-way immersion, etc.)
- Briefly describe your knowledge of implementing the bridge in biliteracy instruction.





What is the BRIDGE?

- According to Karen Beeman and Cheryl Urow, authors of Teaching for Biliteracy, the Bridge is **“the instructional moment when teachers bring the two languages together... to undertake contrastive analysis and transfer what they have learned from one language to another.”** (p. 4)



When? What?

- Occurs AFTER the summative assessment.
- All unit content has been taught
- Bridge Spanish content to English
- Bridge English content to Spanish





During the Bridge

- Transfer vocabulary and phrases (varies by grade level)
- Participate in age-appropriate **metalinguistic analysis** of languages and the relationships between them
- Extend learning using the bridge content academic language and apply it to other language (we do NOT reteach)
- Language instruction – not concept instruction



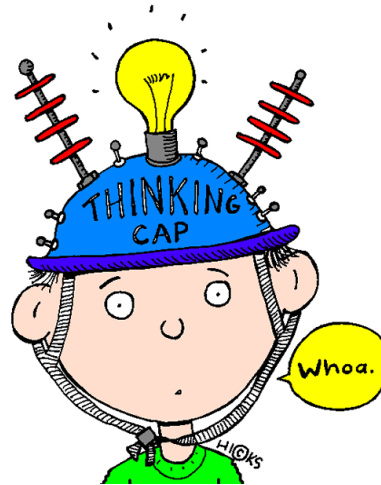
But... I don't speak Spanish!!



Video

Things to think about:

1. How did I use language?
2. How did my students use language?
3. What do you think happened prior to this?



Language

- Students knew words – created list in Spanish class
- Helped with pronunciation (torax!)
- Direct translation not expected – used background knowledge of how it related to English without necessarily knowing academic vocab (more eyes inside of one eye = compound eyes, bones on the outside = exoskeleton)
- Time to talk
- Naturally compared languages (“You just add the h!”)
- Planted cognate concept
- Students as teachers – I help with academic vocabulary
- Students began using term “cognate” on their own
- Some TPR (Total Physical Response) to help with vocabulary transfer



What we did ahead of time:



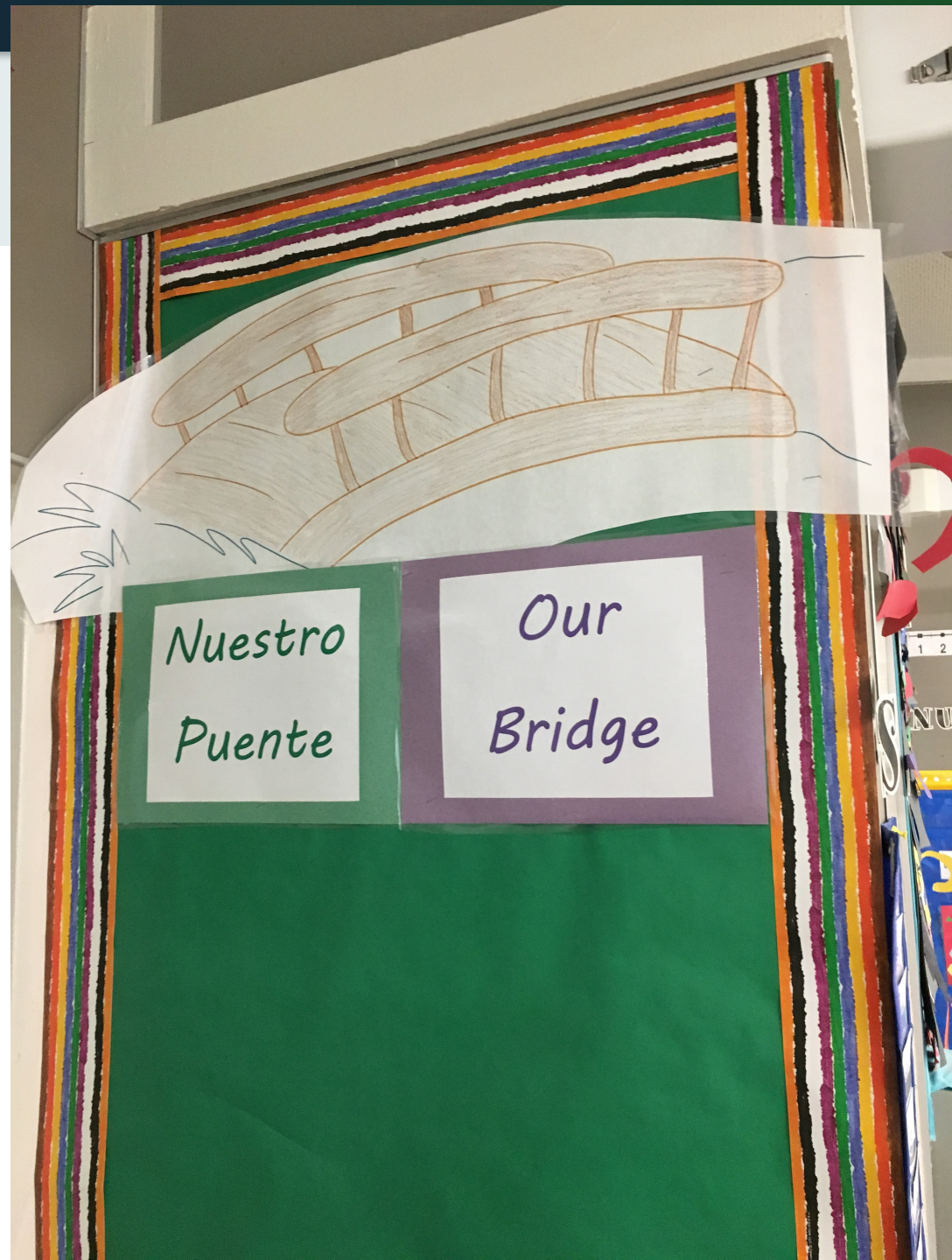
- Established routines
- Content Allocations
- Unit planning aligned (finished at the same time)
- Planned bridge vocabulary
- Discussed pronunciation and translation
- Planned extension activities



BRIDGE

One of three
linguistic
spaces:

1. English
2. Spanish
3. Bridge



BRIDGE List

Spanish green,
English purple

Los insectos

torax

abdomen

alas

espiritrompa

antenas

cabeza

ojos compuestos

patas

boca

exoesqueleto

aguijón

The Insects

thorax

abdomen

wings

proboscis

antennae

head

compound eye

feet

mouth

exoskeleton

stinger

Math BRIDGE

Number Rack
Ábacos

Tools not toys!
 herramientas no juguetes

posición lista
 • ready position

reset restablece

star on right
 estrella a la derecha

top row
 línea de arriba

bottom row
 línea de abajo

beads
 bolitas

Yo usé — movimientos para hacer
 I used — pushes to make count

Cubre ^{el lado de} la estrella
 Cover the star side ^{para mostrar} to show your thinking.
 tu pensamiento

— on the top row and — on the bottom row
 en la línea de arriba y — en la de abajo — makes — hace



Sun, Moon, and Stars Bridge

Nuestro Puente	Our Bridge
<u>El sol</u> , <u>la luna</u>	<u>The Sun and ^{the} Moon</u>
<u>cráteres</u>	<u>craters</u>
<u>estrella</u>	<u>star</u>
<u>no</u> agua, <u>ni</u> <u>aire</u>	<u>no</u> water, <u>nor</u> <u>air</u>
<u>satélite</u> <u>natural</u>	<u>natural</u> <u>satellite</u>
<u>órbita</u>	<u>orbit</u>
<u>bola</u> de gas caliente	<u>ball</u> of hot gas
<u>imán</u>	<u>magnet</u>
alrededor	around
<u>centro</u> del	<u>center</u> of the
<u>↳ sistema solar</u>	<u>solar</u> <u>system</u>
<u>explosiones</u>	<u>explosions</u>
<u>8</u> <u>fases</u>	<u>8</u> <u>phases</u>



Metalinguistic Analysis Video

First Graders being metalinguistic!

** Due to FERPA privacy, this video can only be
Used for training purposes and may not be posted on the Internet

But make sure to check out OTHER videos of the Bridge on our website here:
<http://www.teachingforbilitery.com/the-bridge/>



Cognate List

Cognates Cognados

fases	phases
cráteres	craters
natural	natural
orbita	orbit
satelite	satellite
no	no
explosiones	explosions
bola	ball
centro	center
sistema	system
solar	solar
gas	gas
aire	air
vibración	vibration
tono	
tone	



Letter Sound Analysis

Letters that sound different
English and Spanish

<u>d</u>	<u>d</u>	<u>t</u>	<u>t</u>	<u>th</u>
dos	abdomen	tórax	two	thorax

<u>h</u>	<u>h</u>
hojas	horse

<u>j</u>	<u>j</u>	<u>o</u>	<u>o</u>	<u>o</u>
ojo	jaguar	oruga	or	comp

<u>r</u>	<u>r</u>	<u>ou</u>
raíz	root	hour

<u>ll</u>	<u>ll</u>	<u>i</u>	<u>i</u>
tallo	call	iguana	i

Metalinguistic or Contrastive Analysis

- Page 140 of Teaching for Biliteracy
 - Phonology (sound system)
 - Morphology (word formation)
 - Syntax and Grammar (sentence structure)
 - Pragmatics (language use)



Check out metalinguistic focus ideas:

Check out grade level **LANGUAGE**
standards of CCSS

<http://www.corestandards.org/ELA-Literacy/>



Extension Activities

(including reading, writing, listening, and speaking)

Unit

- Seasons (Spanish)
- Butterfly Life Cycle (Spanish)
- Plants (Spanish)
- Counting and Sequencing (Spanish)
- Weather (English)

Bridge extension topic

- Expository Writing (English)
- Narrative Writing (English)
- Producer to Consumer (English)
- Traditional Tales (English)
- Articles, sentence formation (Spanish)



Biliteracy Mindset



- Shifts from **monolingual** teaching to teaching for **biliteracy**
- Willingness to elevate the value of Spanish (or other language)
- Openness to cultural differences
- Explicit instruction in metalinguistic analysis

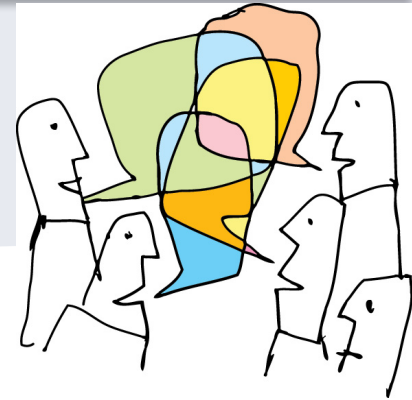


Willingness to be a Learner

- Know at least some of your other language
 - Phonemes: letter sounds, letter names
 - Commit to knowing some key phrases
 - Be aware of cognates and false cognates
- Share with students your level of learning
 - Ask for help when needed



Phrases to know...



“How to do you say...”

– Como se dice...? [coe-moe say dee-say]

“Help me, please”

- Ayúdame, por favor [eye-u-duh-may, por fah-voar]

- Pronunciation of letter names and sounds in Spanish

<https://www.youtube.com/watch?v=Vudw7GtB034> (so many options, this is just one)



So often you find
that the students
you're trying to
INSPIRE
are the ones that
end up inspiring you.

Sean Junkins

venspired



- For more information on How I Fit In to a dual language program (and you too, perhaps!), visit my blog at:

<http://www.teachingforbiliteracy.com/category/how-i-fit-in-teaching-for-biliteracy-as-a-monolingual-english-teacher/>

Teaching for Biliteracy.com → About →
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Thank you!