

Teaching for Biliteracy Summer Institute

Indianapolis, IN

Thursday, July 26, 2018



www.TeachingForBiliteracy.com

**Make sure to sign up for our website
for access to biliteracy resources!**

PM – Wednesday, July 25, 2018

1:30 p.m. – 3:30 p.m.

What is the purpose of the Bridge?

How do you choose a metalinguistic focus for the Bridge?

- Planning for the Bridge and metalinguistic analysis

Institute evaluation



Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or to follow along with the power point.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



The Bridge in action...this morning

- One new thing I learned about the Bridge is that...
- I was confirmed in my understanding about the Bridge that...
- One question about the Bridge that I have is...



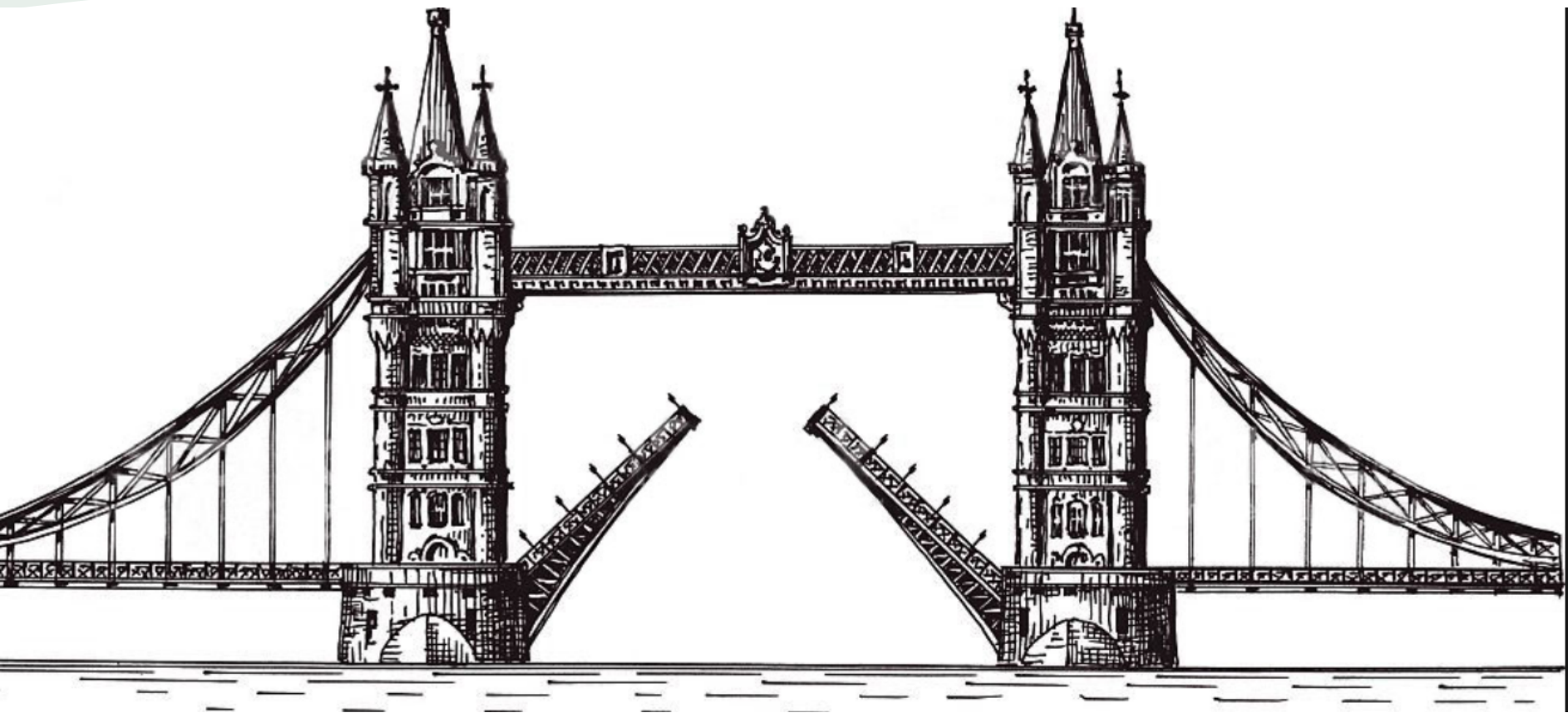
What is the purpose of the Bridge?

How do you choose a metalinguistic focus for the Bridge?



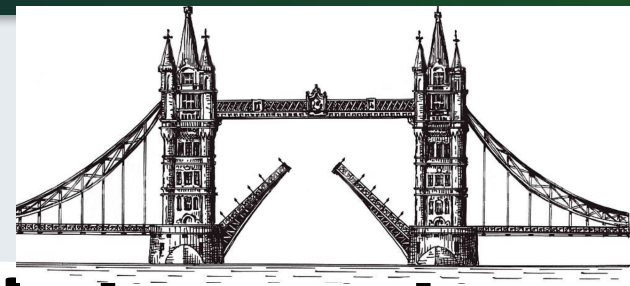
**Planning for the Bridge and
metalinguistic analysis**

The Bridge has two purposes



The Bridge has two purposes

Transfer



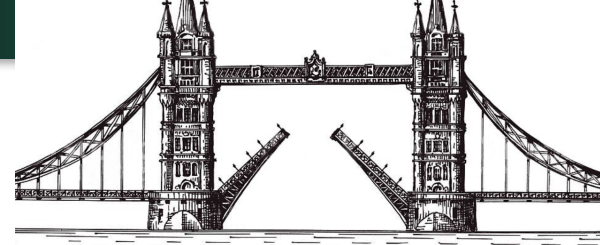
Metalinguistic

Español		English
<u>el movimiento</u>		<u>the movement</u>
jalar		to pull
<u>la fuerza</u>		<u>the force</u>
empujar		to push
<u>la acción</u>		<u>the action</u>

El	La	The
<u>el movimiento</u>		<u>the movement</u>
la fuerza	<u>la fuerza</u>	<u>the force</u>
	la acción	the action
	la silla	the chair
	la mesa	the table
el marcador		the marker
el angel	la canasta	the basket
		the angle

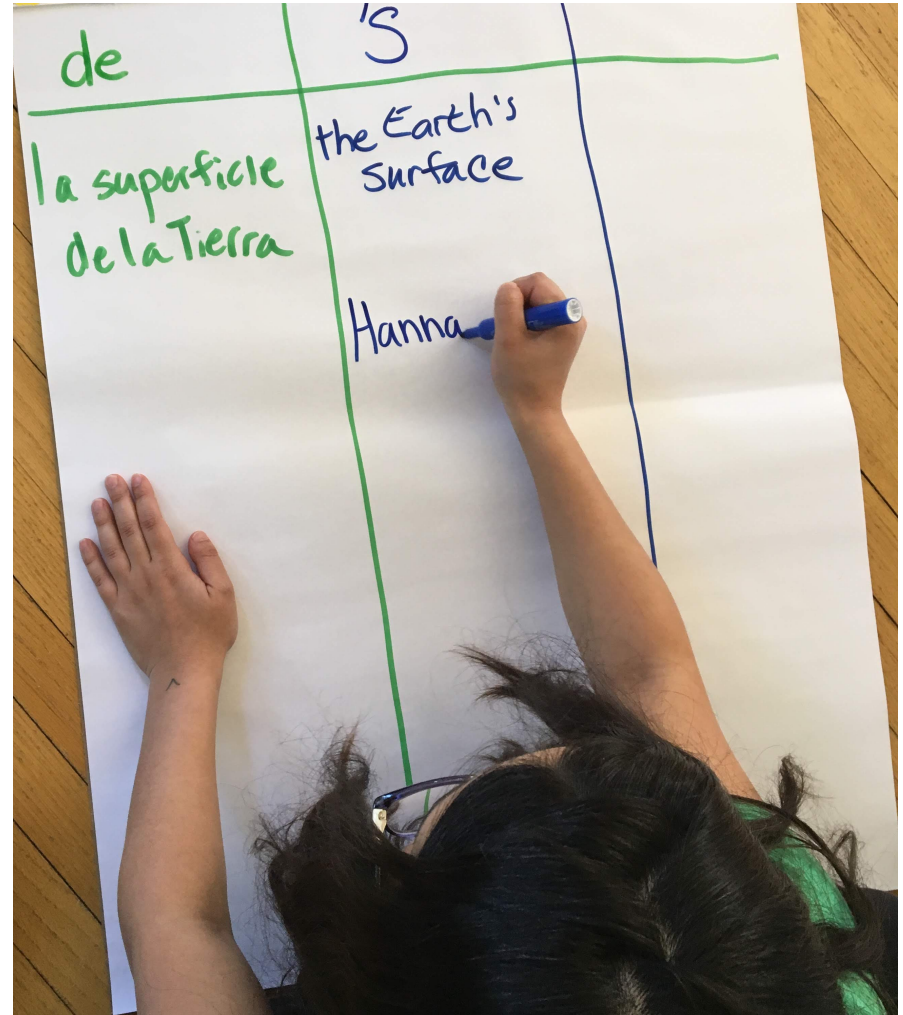
The Bridge has two purposes

Transfer



Metalinguistic

Sufre	Undergoes
la roca	the sedimentary
Sedimentaria	rock
la roca metamórfica	the metamorphic
la roca ígnea	rock
Se convierte	the igneous rock
el calor	becomes
la presión	the heat
el ciclo	the pressure
la erosión	the cycle
la superficie de la	the erosion
Tierra	the Earth's surface



The Bridge and Bridging

Teaching for biliteracy has three parts: Spanish instruction, the Bridge (both languages side-by-side), and English instruction. The Bridge occurs once students have learned new concepts in one language.



The Bridge and Bridging

It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences in the phonology (sound system), morphology (word formation), syntax and grammar (word order and grammar rules), and pragmatics (language use) between the two languages, that is, to undertake contrastive analysis and transfer what they have learned in one language to the other.



The Bridge and Bridging

The Bridge is also the instructional moment when teachers help students connect the content-area knowledge and skills they have learned in one language to the other language.



Purpose of the Bridge – p. 134 - Read with your partner

- Partner 1 reads the first sentence, and partner 2 responds with one of the sentence prompts. Make sure to write down the response after sharing orally.
- Then partner 2 reads the next sentence and partner 1 responds, and the response is written.
- Continue like this until the end of the paragraph.



Purpose of the Bridge - Using the *Say Something/Write Something* Strategy

p. 95

- One new thing I learned about the Bridge is that...
- I was confirmed in my understanding about the Bridge that...
- One question about the Bridge that I have is...



Purpose of the Bridge – Implications

- **Transfer:** The Bridge is most effective when students **know and understand** the concepts deeply in the language of instruction.

Therefore,...

- **Therefore**, the Bridge happens once students have learned a concept in one language.
- **Therefore**, the Bridge is NOT to re-teach or ensure understanding of concepts.
- What are other implications?



Purpose of the Bridge – Implications

- **Transfer:** The Bridge is most effective when students **know and understand** the concepts deeply in the language of instruction.
- **Metalinguistic Analysis:** The Bridge is most effective when students have the **on-going opportunity** to notice patterns of similarity or differences between their languages. **Therefore,...**
 - **Therefore,** students need a place to add their metalinguistic “noticings”: the Bridge metalinguistic charts
 - **Therefore,** students need access the Bridge metalinguistic charts



Purpose of the Bridge – Common myths and misinterpretations

1. Myth – The Bridge is a translation.
2. Misinterpretation – “I use the Bridge when students don’t understand, or just to confirm student understanding.”
3. Misinterpretation – “I Bridge every Friday.”



What is the purpose of the Bridge?

How do you choose a metalinguistic focus for the Bridge?



**Planning for the Bridge and
metalinguistic analysis**

Choosing the Area of Metalinguistic Focus

- State Standards
- The needs of the students
- The words/phrases in the transfer Bridge



This is a
Transfer
Bridge.

What content
is being
transferred?

redondear

* dígito

forma desarrollada

* suma
sumar

* estimar

* forma estándar

* forma verbal

valor posicional

incógnita

millares

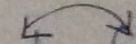
decenas

unidades

centenas

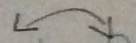
to round

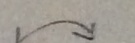
* digit

expanded 

* sum
to add

to estimate

* standard  form

* verbal  form

place value

unknown

thousands

tens

ones

hundreds

Choosing the Area of Metalinguistic Focus

- State Standards
- The needs of the students
- The words/phrases in the transfer Bridge
- For newcomers and younger students, start with what is the **same** between the languages, and then move to **differences**.
- For each **transfer Bridge**, there is just **one metalinguistic Bridge**, especially in the beginning.



Delving Deeper into the Bridge: Metalinguistic Analysis

**There are 4 areas of metalinguistic
(or cross linguistic) analysis
p. 142 of *Teaching for Biliteracy***



metalinguistic analysis p. 142

phonology

morphology

**syntax and
grammar**

pragmatics

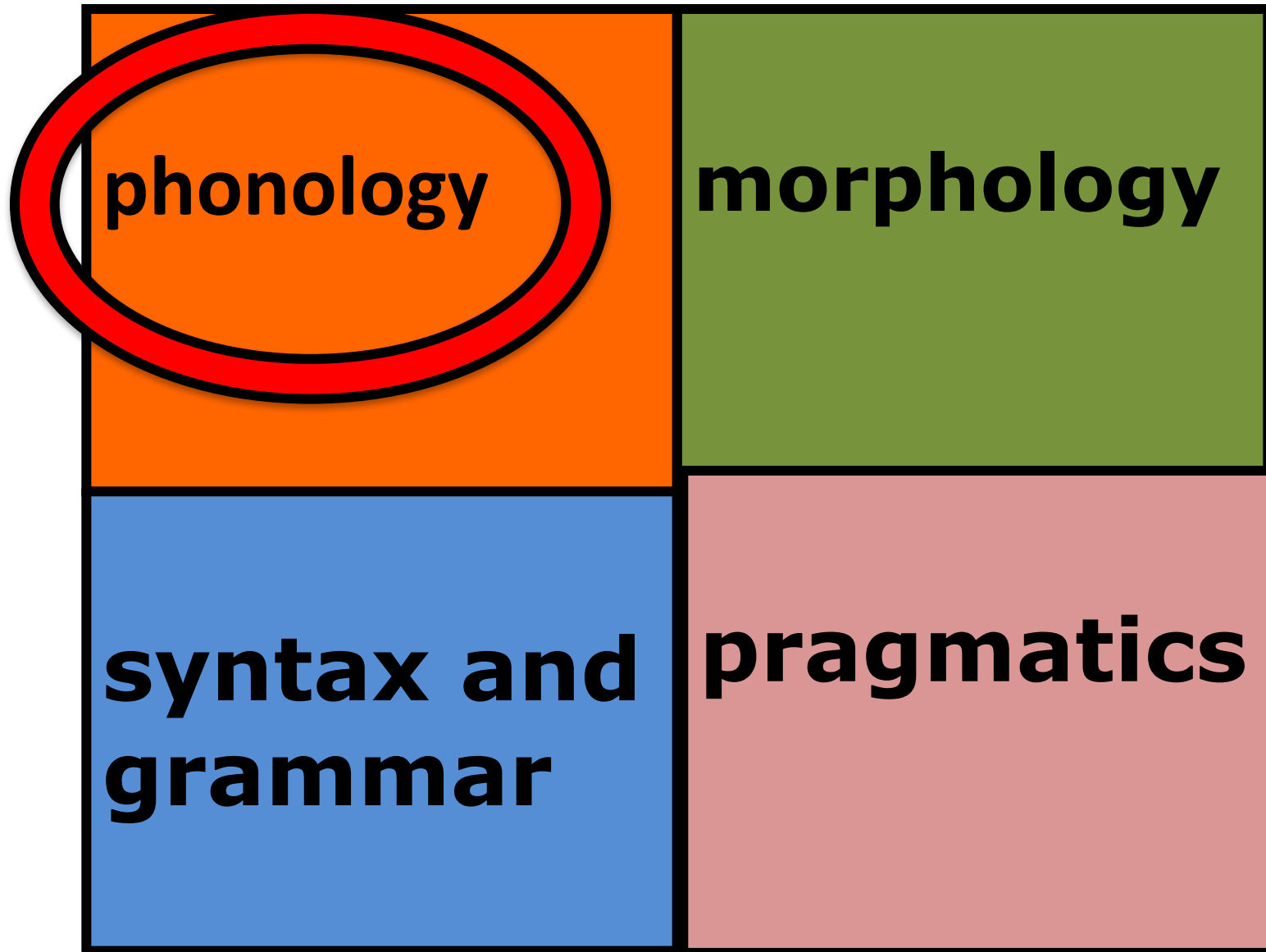
metalinguistic analysis p. 142

**Read the chart on p. 142,
and be prepared to share
what each area of
metalinguistic focus refers to**

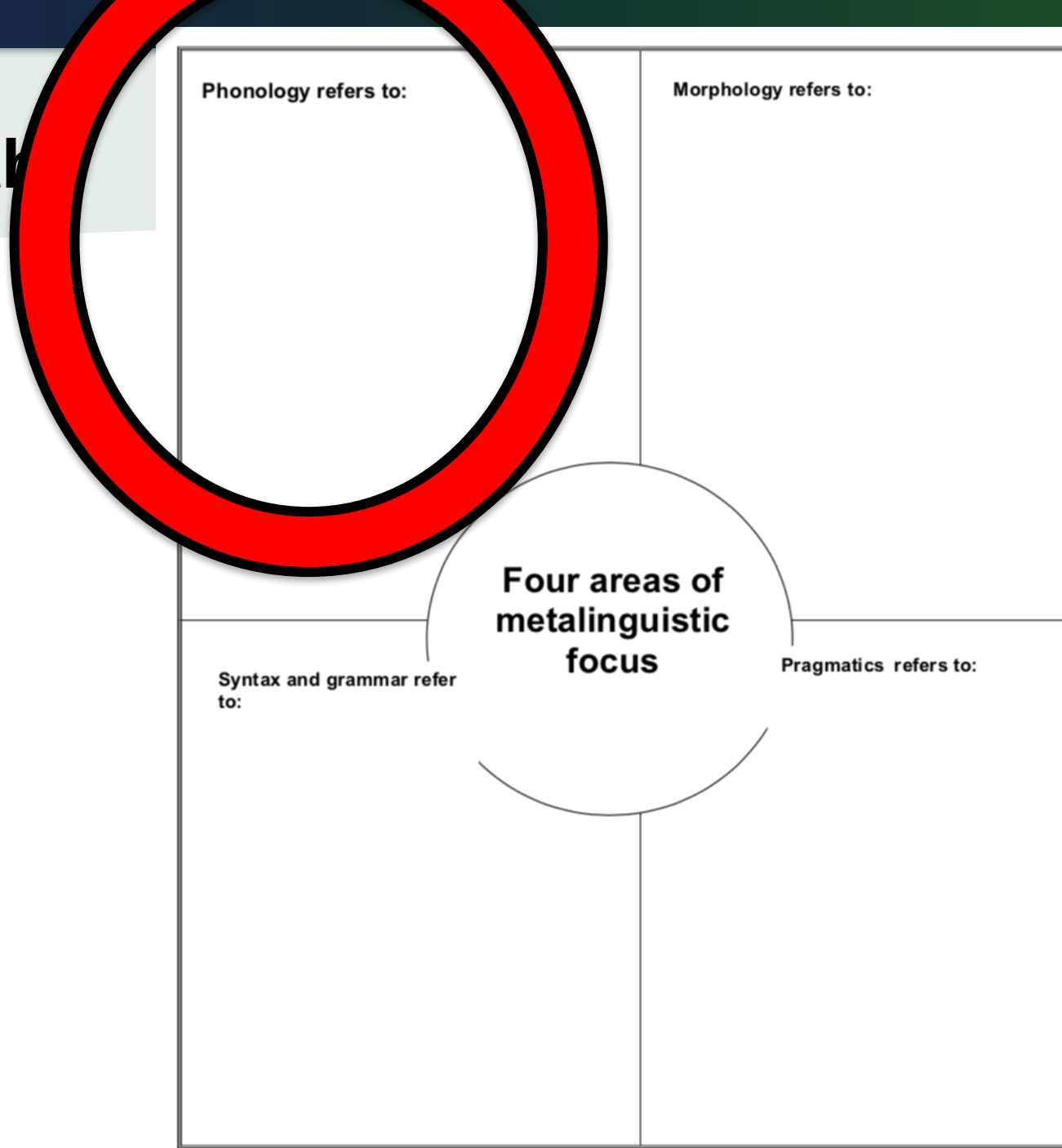
**syntax and
grammar**

pragmatics

metalinguistic analysis p. 142



Page 23 of the handouts



Phonology refers to...

- The sounds in the language
- The letters that make those sounds



Transfer

Metalinguistic –
phonology ???

Español	English
el <u>sol</u> ?	the sun
la <u>rotación</u>	the <u>rotation</u>
la <u>luna</u> <u>llena</u>	the <u>full</u> <u>moon</u>
la <u>luna</u> <u>menguante</u>	the <u>waning</u> <u>moon</u>
la <u>media</u> <u>luna</u>	the <u>half</u> <u>moon</u>
las <u>fases</u> de la luna	the <u>phases</u> of the moon
la <u>luna</u> <u>nueva</u>	the <u>new</u> ? <u>moon</u>
la <u>luna</u> <u>creciente</u>	the <u>waxing</u> <u>moon</u>



With your partner, predict a possible metalinguistic chart focusing on **phonology**, based on the previous transfer Bridge

Algo aquí en
español

Something
here in English



With your partner, predict a possible metalinguistic chart focusing on **phonology**, based on the previous transfer Bridge

Algo aquí en español	Something here in English
Students need to know what they are looking for...	So that they can continue to add to the metalinguistic Bridge chart



With your partner, predict a possible metalinguistic chart focusing on **phonology**, based on the previous transfer Bridge

sonido inicial	Initial sound
???	???



Transfer

Metalinguistic - phonology

Español	English
el <u>sol</u> ?	the sun
la <u>rotación</u>	the rotation
la <u>luna</u> <u>llena</u>	the full moon
la <u>luna</u> <u>menguante</u>	the waning moon
la <u>media</u> <u>luna</u>	the half moon
las <u>fases</u> de la luna	the phases of the moon
la <u>luna</u> <u>nueva</u>	the new moon
la <u>luna</u> <u>creciente</u>	the waxing moon

L	LL	L <u>same</u> LL	L silent	
luna	llena	milk	full	half
artículo	amarillo	English	silly	calf
		life	really	
		language		
		lie		

Your turn...

- Form groups of 3 or 4.
- Stand up as a group, next to one of the pieces of chart paper.
- Bring a blue and green marker with you.
- Bring your handouts and pen with you.



The Bridge in Action



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ESPAÑOL

ENGLISH

THE BRIDGE



The Bridge in Action

The Bridge

The Bridge

Teaching for Bilingual is a flexible framework that takes advantage of a wide range of bilingual strategies in order to support language, content, and literacy development in two languages. Click here for a list of bilingual strategies: [Bilingual Strategies Description-Beaman and Urow](#)

OTHER LINKS

[Español](#)[English](#)[The Bridge](#)

A Bridge in Kinder – Elements of the Bridge

This video shows students in a two-way immersion dual language Kindergarten class participating in a Bridge from content learned in Spanish (Science and Language Arts) to English. Make sure to note the steps, or elements, of a side-by-side Bridge. While the students in this Bridge are in Kindergarten, the elements of a side-by-side Bridge are the same across grade levels and content areas. You can use this [note taking guide](#) as you watch the video in order to record your observations on how the teachers and students behave and use language during the steps of a side-by-side Bridge.



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

**Your turn -
Based on this
transfer Bridge –
what would be a
good
phonological
metalinguistic
focus?**



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en
español

Something
here in English



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en español	Algo aquí en español	Something here in English	Something here in English



With your partner, create a possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

Algo aquí en español	Something here in English	Something here in English	Something here in English



Bridge chart – metalinguistic- in the classroom

+	t	th	th
el <u>t</u> orax		<u>the</u> <u>other</u>	<u>thorax</u> <u>think</u> <u>thirty</u> <u>three</u> Jonath <u>on</u>

With your partner, create another possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

h	h
la hormiga	the head



With your partner, create another possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

h	h
la hormiga	the head
hola	hi
hace	happy

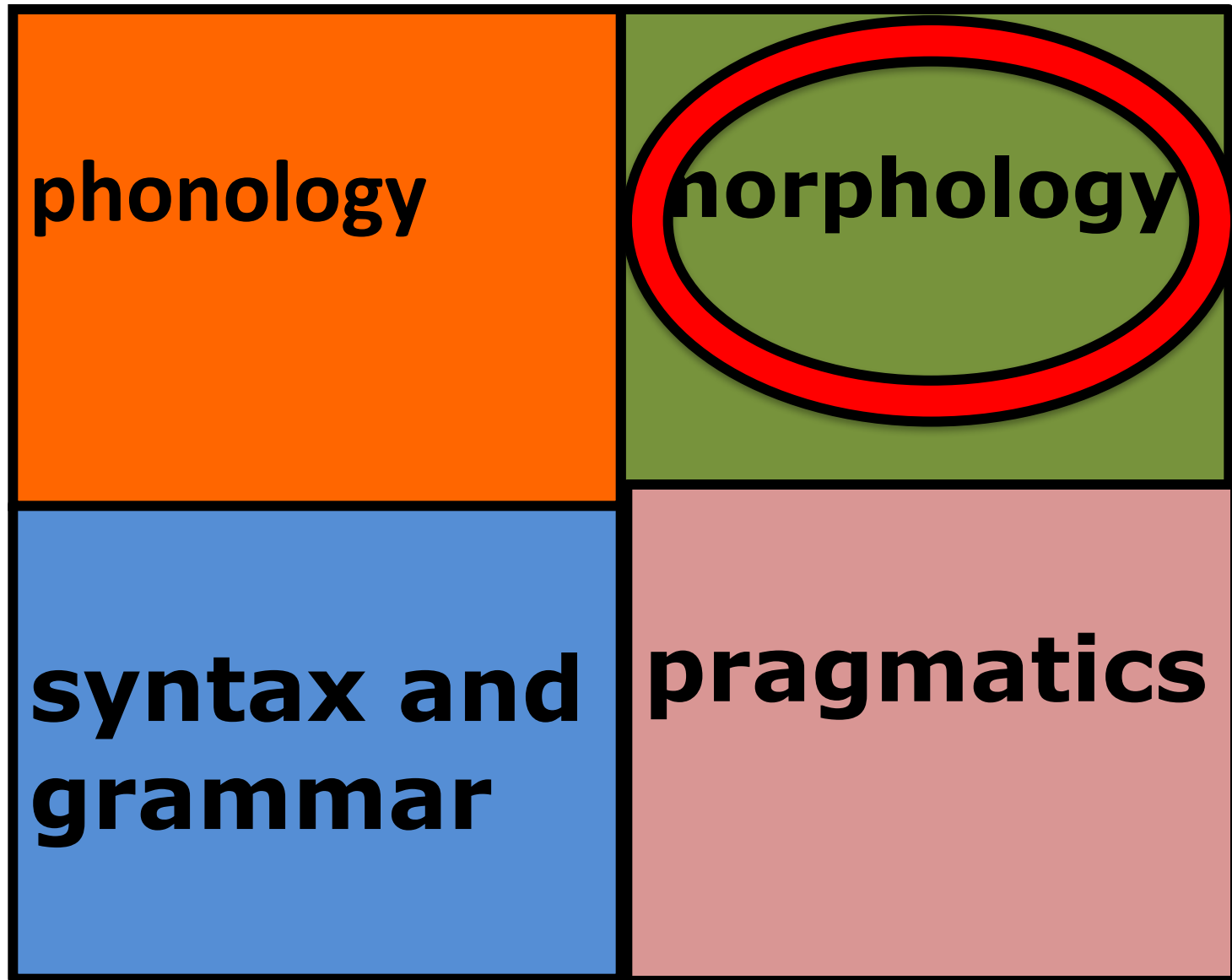


With your partner, create another possible metalinguistic chart focusing on **phonology**, based on the insect transfer Bridge

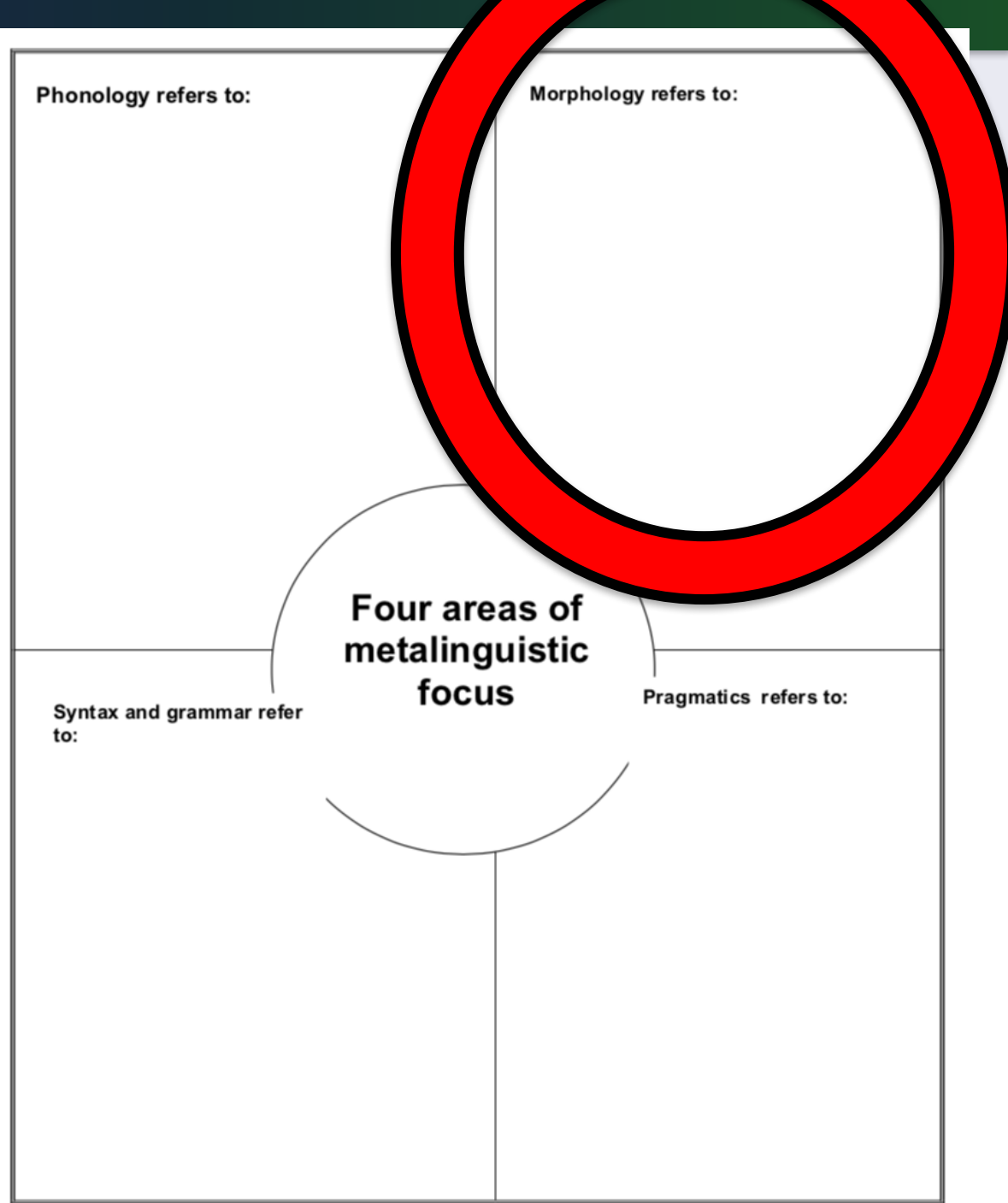
j	g	h	h
jugar	gente	la hormiga hola hace	the head hi happy



metalinguistic analysis p. 142



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Morphology refers to...

- The structure of words and parts of words: stems, root words, prefixes, and suffixes.
- The relationship of words to words within the same or other languages (cognates)



Choosing the Area of Metalinguistic Focus

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



Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
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

Your turn -
Based on this
transfer Bridge –
what would be a
good
morphological
metalinguistic
focus?



With your partner, create another possible metalinguistic chart focusing on **morphology**, based on the insect transfer Bridge

Cognados	Cognates
las antenas el tórax las partes	the antennas the thorax the parts

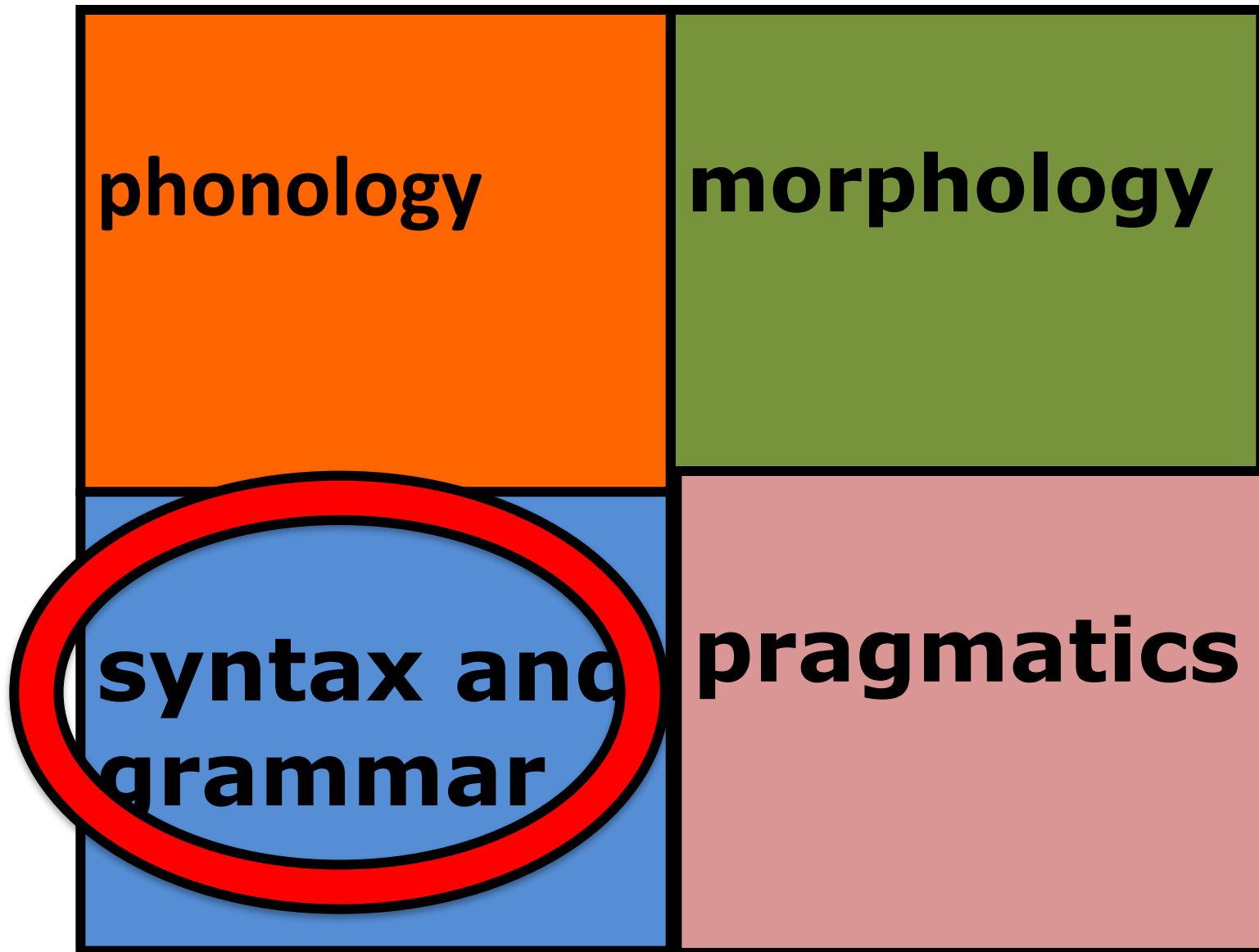




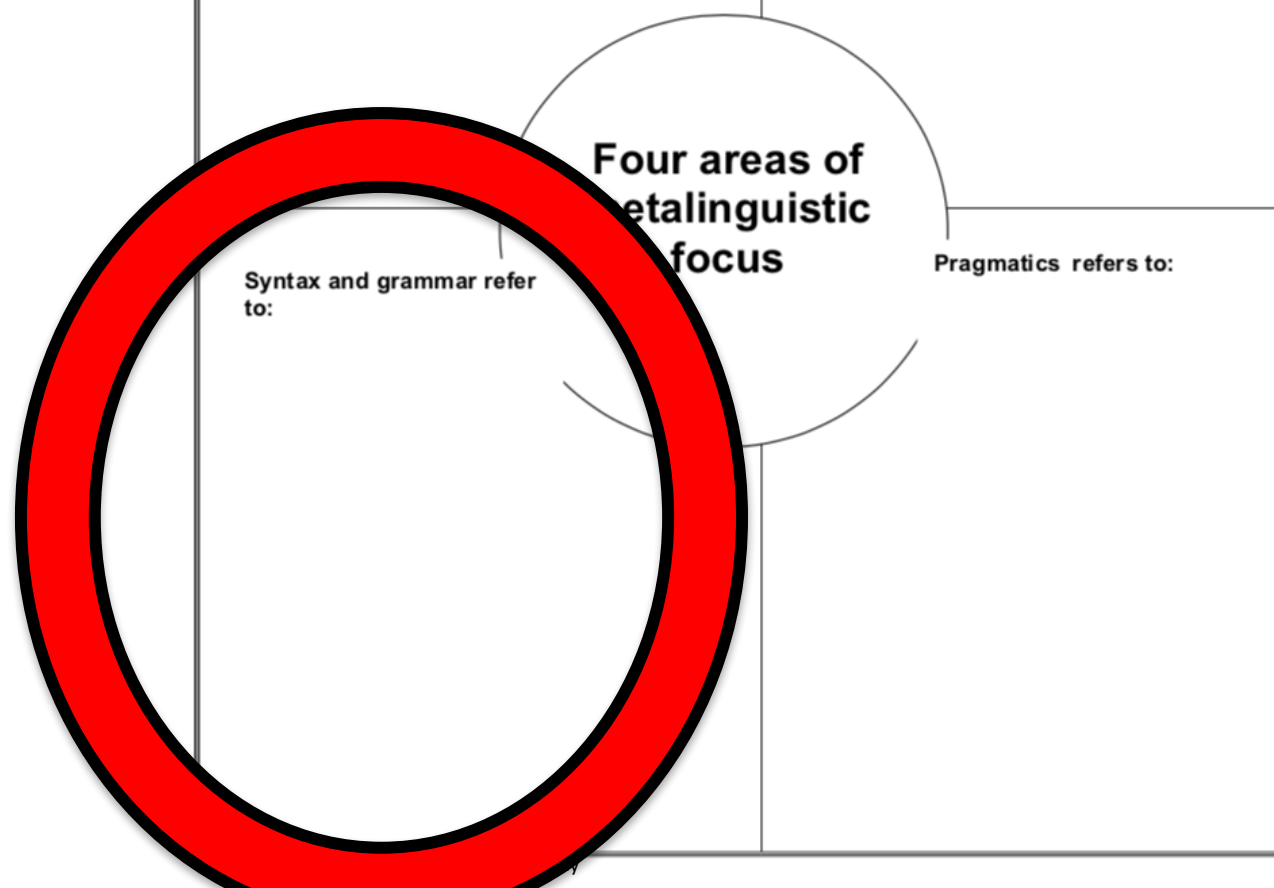
**Bridge chart –
metalinguistic-
in the classroom**

**Students MUST
have access to
the
metalinguistic
charts –
they are living
charts**

metalinguistic analysis p. 142



Page 23 of the handouts



Syntax and grammar refer to...

- Sentence structure: word order
- Grammar rules: Verb conjugations, punctuation rules



Transfer

Metalinguistic – Syntax and grammar

Español	English
el magma	magma
la <u>erosión</u>	<u>erosion</u>
las rocas sedimentarias	sedimentary rocks
la <u>presión</u>	pressure
las rocas ígneas	igneous rocks
las rocas metamórficas	metamorphic rocks
el calor	heat
el <u>ciclo</u>	<u>cycle</u>

Orden de palabras	Word Order
la roca <u>sedimentaria</u>	the <u>sedimentary</u> rock
las rocas <u>metamórficas</u>	the <u>metamorphic</u> rocks
las rocas <u>ígneas</u>	the <u>igneous</u> rock
la mochila <u>verde</u>	the <u>green</u> backpack
el lápiz <u>azul</u>	the <u>blue</u> pencil
los autobuses <u>amarillos</u>	the <u>yellow</u> buses
el pelo <u>largo</u>	the <u>long</u> hair

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

**Your turn -
Based on this
transfer Bridge –
what would be a
good
metalinguistic
focus on **syntax**
and **grammar**?**



With your partner, create another possible metalinguistic chart focusing on **syntax and grammar**, based on the insect transfer Bridge

Algo aquí en
español

Something
here in English



With your partner, create another possible metalinguistic chart focusing on **syntax and grammar**, based on the insect transfer Bridge

	-s	-es		-s	-es	???
el insecto	los insectos <u>o</u>		the insect	the insects		
la cabeza	las cabezas <u>a</u>		the head	the heads		
el color		los colores <u>e</u>	the box		the boxes <u>e</u>	



With your partner, create another possible metalinguistic chart focusing on **syntax and grammar**, based on the insect transfer Bridge

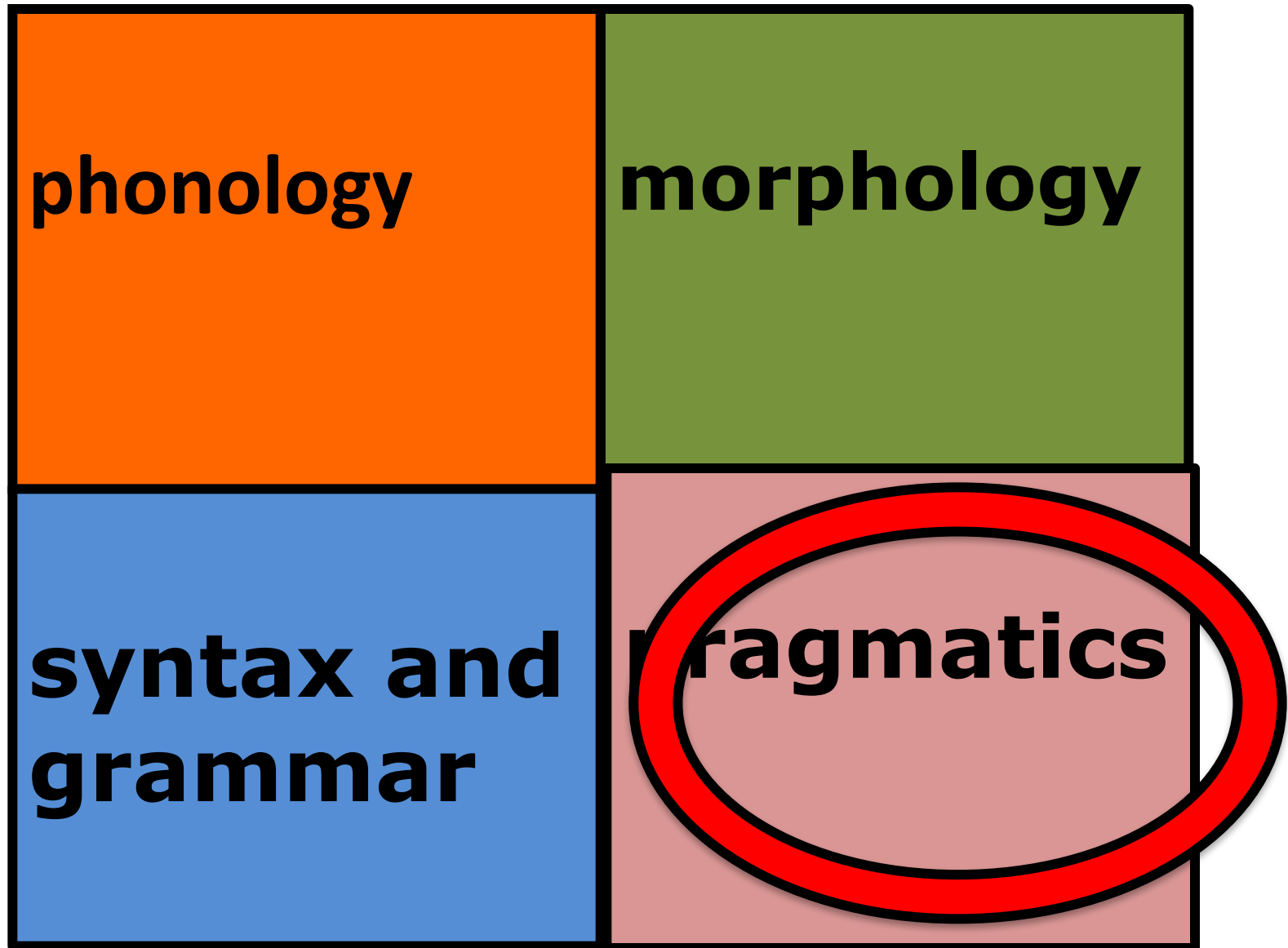
	-s	-es		-s	-es	-ies
el insecto	los insectos <u>o</u>		the insect	the insects		
la cabeza	las cabezas <u>a</u>		the head	the heads		
el color		los colores <u>e</u>	the box		the boxes <u>e</u>	



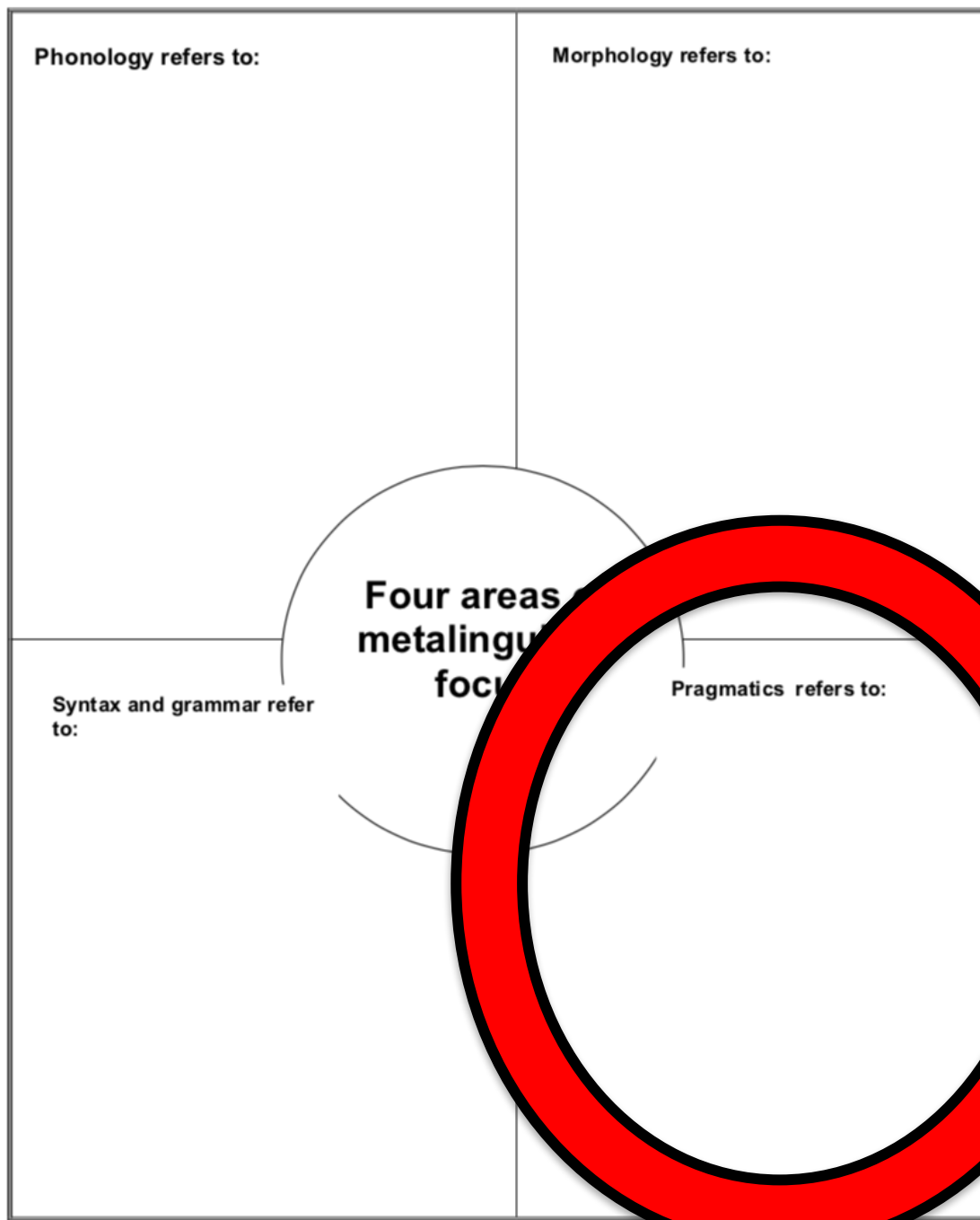
la	las	el	los	the
la cabeza				the head
las atenas				the antennas
		el grillo		the cricket
			los insectos	the insects
la silla				the chair



metalinguistic analysis p. 142



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Pragmatics refers to...

- The contextual and cultural norms that influence and govern language use.
- “That’s how we say it.”



Español	English
los insectos	the insects
tres partes	three parts
la cabeza	the head
el tórax	the thorax
las antenas	the antennae
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

**Your turn- Based
on this transfer
Bridge – what
would be a good
metalinguistic
focus on
pragmatics?**



With your partner, create another possible metalinguistic chart focusing on **pragmatics, based on the insect transfer Bridge**

dos palabras en español	one word in English	una palabra en español	two words in English
las patas las piernas	the legs	los padres	the parent the fathers
picante caliente	hot	salir	to leave to hatch

Thank you for a great institute!



Please take a few moments to complete the on-line evaluation with your team.

You can find the QR code and the link on the cover page of the handouts

