

Teaching for Biliteracy: The Bridge in a Two Teacher Model

Biliteracy Summer Institute

Thursday, June 27, 2019

Chicago, IL



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Teaching for Biliteracy



The purpose of this afternoon's session:

Is to take a deeper look at the intentional planning and execution of the Bridge in a TWO-TEACHER model, including:

- the integrated, interdisciplinary nature of the units
- standards-based units of instruction
- the oracy building
- the Bridge between languages
- intentional and strategic planning between two teachers

In other words, this afternoon we will...



Remember this morning??

Science/ELA Unit:

Living and Nonliving

Taught during the ENGLISH portion of the day.



Class has transitioned to Español...here's what's happening...



Sample DL Biliteracy Unit: The Strength Based Perspective



Sample 50/50 Content and Language Allocation Plan

Kindergarten Spanish	Kindergarten English
Mathematics	Science
Social Studies	English Language Arts
Spanish Language Arts	

1 st Grade Spanish	1 st Grade English
Science	Mathematics
Spanish Language Arts	Social Studies
	English Language Arts



Student's Perspective

Time	Subject	Language
9:00-10:00	Social Studies and Language Arts • Inquiry/Project Based • Oracy Development • Whole Group Instruction • Writing • Independent Practice • Word Work/Dictado	Spanish
10:00-11:00	Math • Oracy Development • Math Skills	Spanish
11:00-11:25	Math • Small Group Instruction	Spanish
11:25-12:00	Science and Language Arts • Oracy Development • Word Study	English
12:00-1:00	Lunch/Recess	Student Choice
12:45-1:00	Journal Writing	Student Choice
1:00-1:30	Specials	English
1:30-3:00	Science and Language Arts • Inquiry and Science Experiments • Independent Practice • Writing • Guided Practice	English



2019 AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	2	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

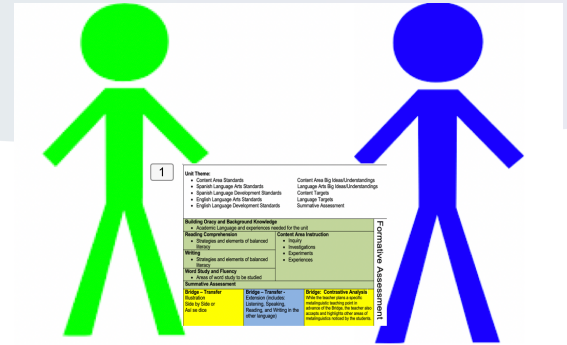
**School Begins:
Back to School Boot Camp!**

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PLC Time

Discussion items:

- Units of instruction
- Review reading focus
- Review writing focus
- Vocabulary for TPR
- Estimated time for unit completion
- Anticipated Contrastive Analysis focus



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies and elements of balanced literacy

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

Illustration
Side by Side or
Así se dice

Bridge – Transfer -

Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrastive Analysis

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment



Yo observo



Yo observo... un lugar



Yo observo... una regla

Reglas en mi escuela



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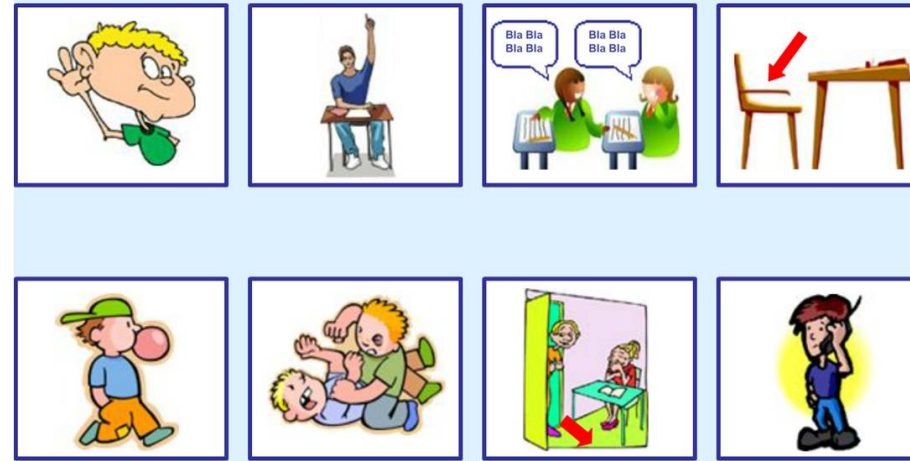
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Content Instruction



- Experience
- Inquire
- Role Play
- Videos



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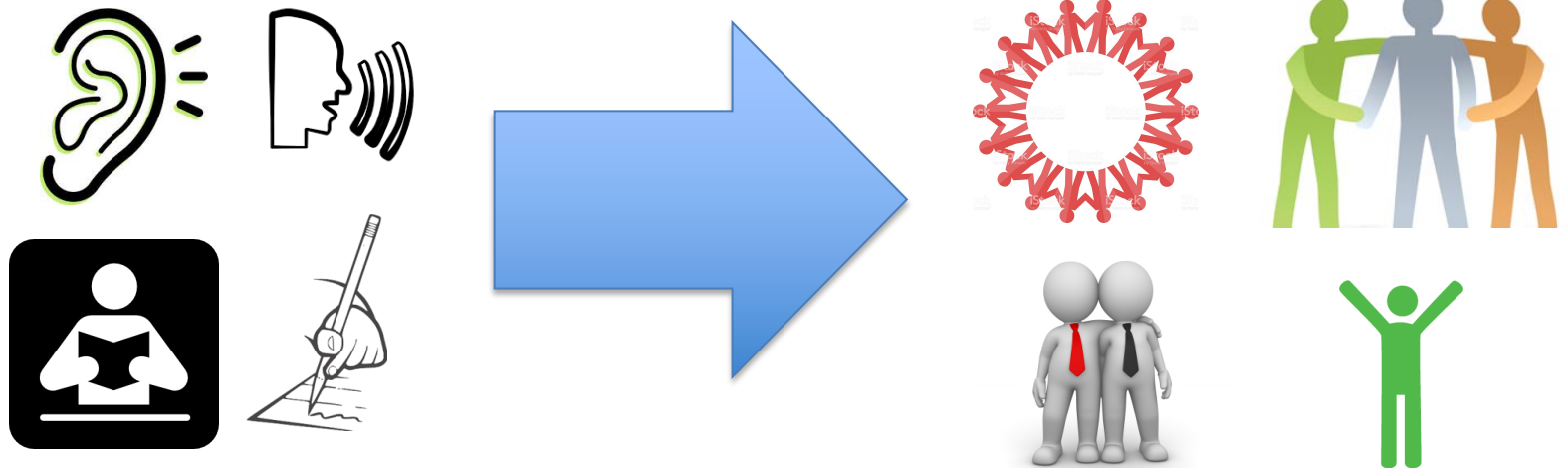
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Formative Assessment



Reading Comprehension

Mentor Texts



Language Experience Approach (LEA)



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Estudio de palabras, lenguaje, y fluidez

En la escuela seguimos las reglas.



Estudio de palabras, lenguaje, y fluidez

1. Las vocales (a, e, i, o, u)
2. Los consonantes (s, l, m, b, p...)
3. Silabas directas (ma, me, mi, mo, mu)

Estudio de palabras, lenguaje, y fluidez

A	E	I	O	U
<u>A</u> na	<u>E</u> dwin	Isabel	Olga	Ulyses
reg <u>l</u> as	re <u>g</u> las	pasillo	pasillo <u>o</u>	qu <u>e</u> damos
				



Estudio de palabras – las vocales

A	E	I	O	U
<u>A</u> na	<u>E</u> miliano	Em <u>i</u> li <u>a</u> no	Emiliano <u>o</u>	<u>U</u> row
reg <u>l</u> as	re <u>g</u> las	pasillo	pasillo <u>o</u>	<u>u</u> so
				

Estudio de palabras – las sílabas

ma

ma
no



me

me
dor



mi

mi
nar



mo

mo
chila



mu

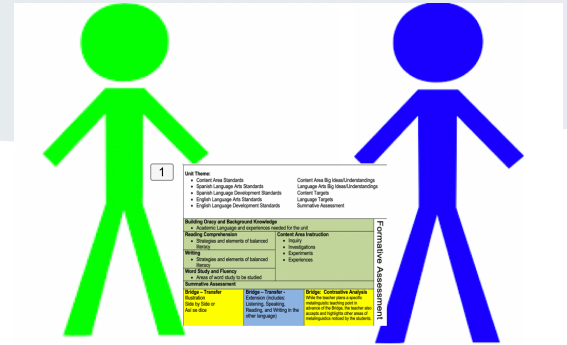
mu
nidad



PLC Time

Discussion items:

- Unit progression
- Student noticings
(participation, speaking,
writing)
- TPR actions
- Make a cheat sheet for
transfer
- Help with pronunciations



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Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

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Bridge: Metalinguistic Focus

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The Bridge – El Puente

Español

English



Marking the Language of Instruction

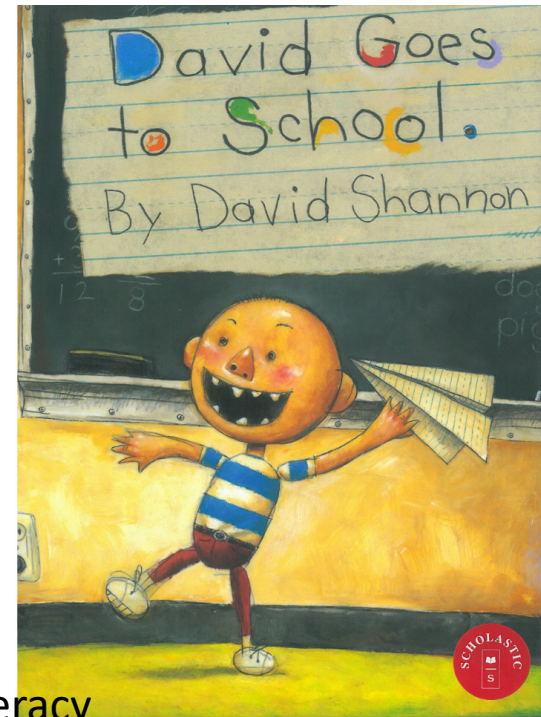


Bridge Extension/Practice

David Goes to School

Read book, review character,
setting, problems.

Let's teach David!



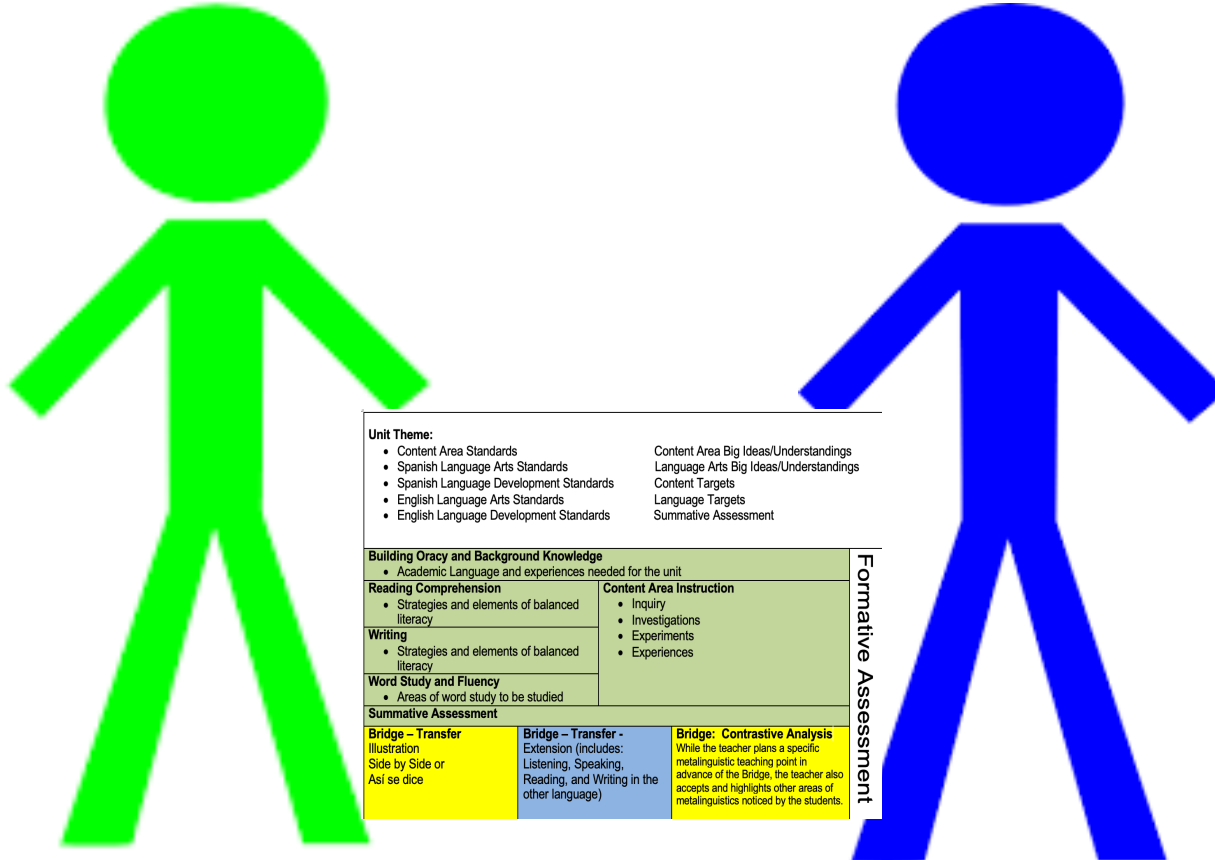
Bridge Debrief



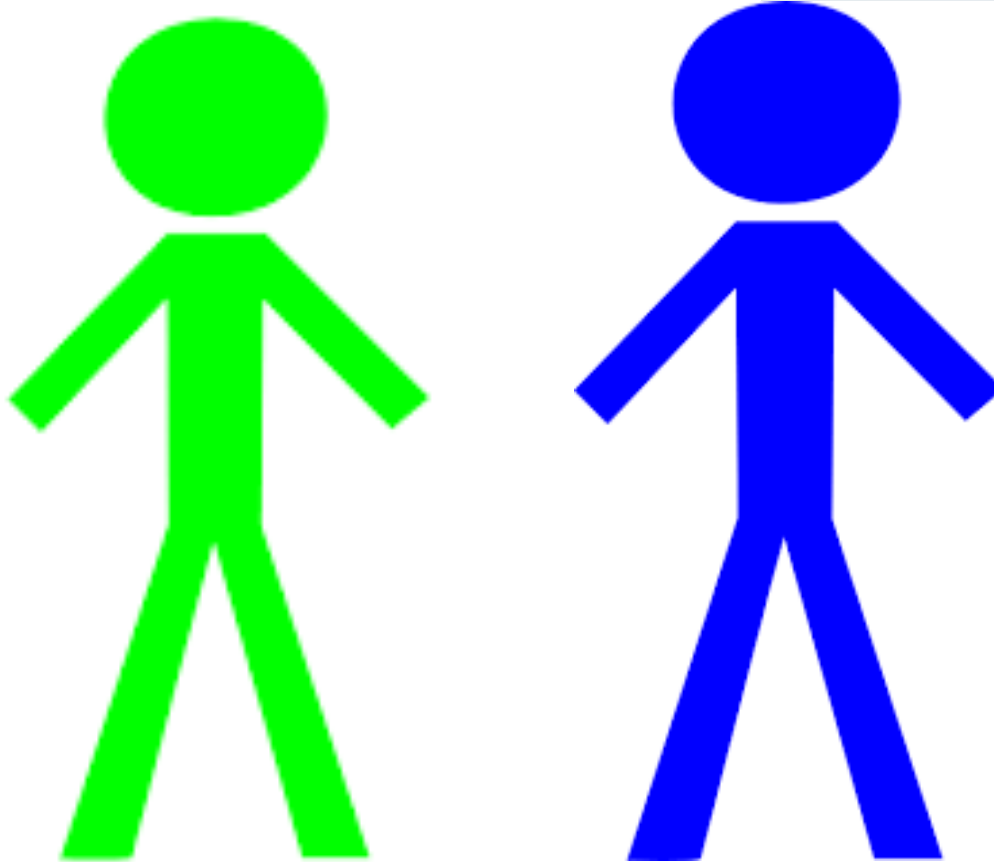
- Something I noticed about the Bridge in the two-teacher model was...
- A confirmation was...
- I learned that the Bridge in a two-teacher model...



How did the teachers plan?



In a two teacher model



Unit Theme: • Content Area Standards • Spanish Language Arts Standards • Spanish Language Development Standards • English Language Arts Standards • English Language Development Standards		Content Area Big Ideas/Understandings Language Arts Big Ideas/Understandings Content Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge • Academic Language and experiences needed for the unit		Formative Assessment
Reading Comprehension • Strategies and elements of balanced literacy	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and elements of balanced literacy		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	

One unit is taught in Spanish during part of the day by the Spanish Medium Teacher.



In a two teacher model



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Bridge – Transfer Illustration Side by Side or Asi se dice	Bridge – Transfer – Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

On the same day, a unit is taught in English during the other part of the day by the English Medium Teacher.



The Bridge – El Puente

Bridge has distinct features:

1. Bridge Transfer Chart (content standards/vocabulary)

2. Bridge Contrastive Analysis

(language, foundational skills standards; phonology, morphology, syntax, pragmatics)

3. Bridge Transfer Practice/Extension

(reading, writing, listening, speaking standards)

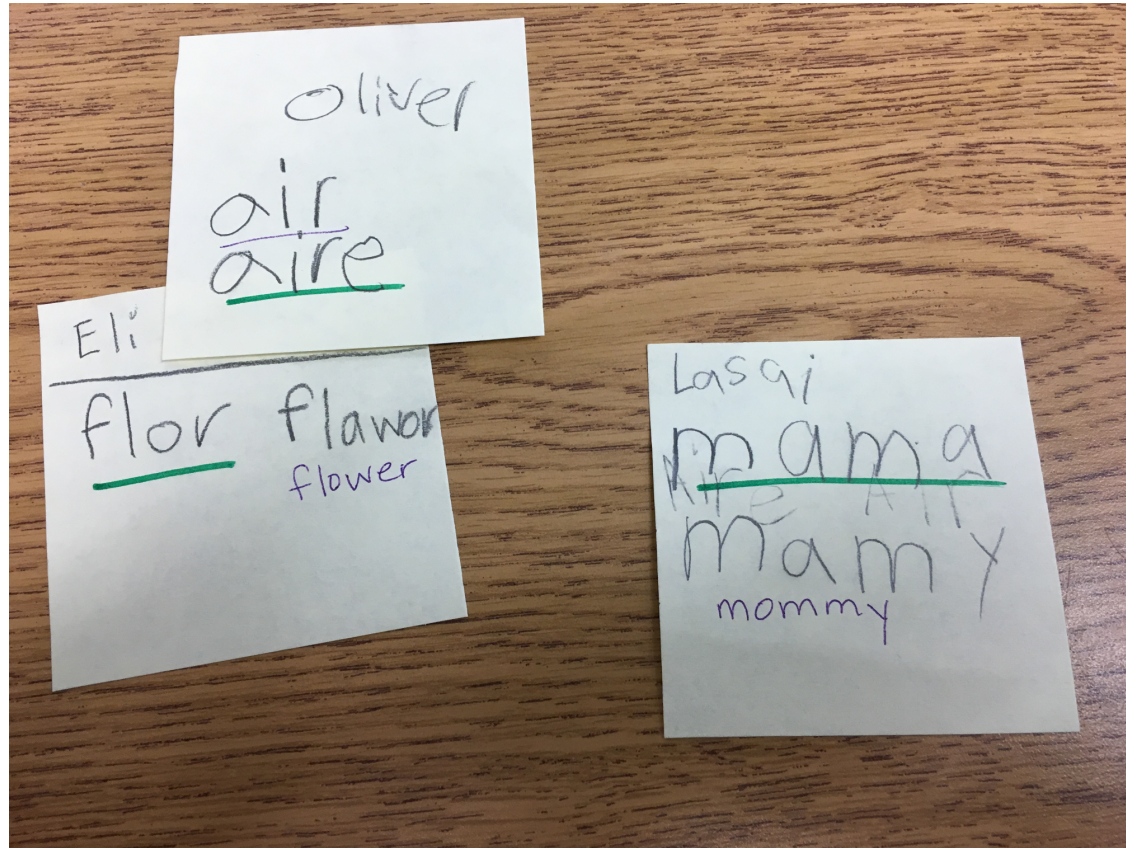


Contrastive Analysis

- Comparing/Contrasting the two languages
- Developing awareness of language systems and patterns
- Building linguistic repertoire
- Analyze phonology, morphology, syntax, and meaning



Keep the Charts Alive



Huh?!?

But I don't know enough about Spanish!



YES! You can, and you do... (or you will!)



How do I know what to teach?

- CCSS Language Standards
- Foundational Skills Standards
- TALK with your partner about how Spanish compares
- What do your students need?



Potential Topics for Kinder/1st Grade

Contrastive Analysis

- Letter sound similarities
- Letter sound differences
- Vowel sounds (one at a time)
- Cognates
- g/j
- Soft c versus Hard c
- z/s
- Punctuation
- Adjective/noun order (red book, libro rojo)
- Plurals (-s, -es)
- Inflected endings (-ed, -ing)
- Pronouns (I, he, she, yo, el, ella)
- Possessive (Bob's house, la casa de Bob)
- Articles (the, el, la)
- Syllabication





Bridge Extension

- Chance to use transferred vocabulary **in context** within *literacy standards*.
- The opportunity for vocabulary to actually BE transferred. **Make it STICK!**



Bridge Extension

- Takes about a week – may spill longer (especially with writing)
- Does not have to happen at the same time in both languages
- Literacy continues to be taught in **both languages every day!** Literacy being taught within Bridge extension activity instead of through content.
- Content instruction is not repeated
- Contrastive Analysis Charts are added to throughout the week and beyond (*blog: Keep the Charts ALIVE!*)



Exit Slip Instructions:

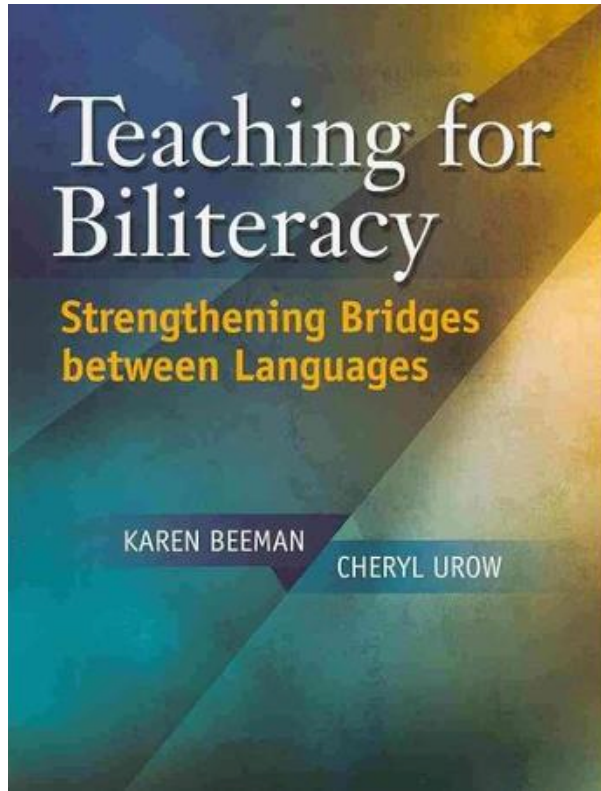
Please write one Aha! on the post – it note.



Something I learned about the two-teacher model of biliteracy instruction is _____.



Thank you!



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