

Teaching for Biliteracy Summer Institute

The Two Purposes of the Bridge



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@T4Biliteracy



What is the Bridge?

The Bridge is an instructional practice...

talk with your partner

be prepared to share your answer



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What is the Bridge?

**The Bridge is an instructional practice...
based on research on developing
bilinguals**



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What is the Bridge?

**The Bridge is an instructional practice...
based on research on developing
bilinguals
for developing bilinguals**



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What is the Bridge?

**The Bridge is an instructional practice...
based on research on developing
bilinguals
for developing bilinguals
to support their biliteracy
development**



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Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



Identifying students by L1 causes anxiety...in both students and teachers



Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students' linguistic development

- Palmer, Cervantes-Soon, Heiman, 2017; Garcia, 2009



**This is the goal of biliteracy –
students who are bilingual
and biliterate.**



**...and who can make linguistic
decisions**

Research Connection

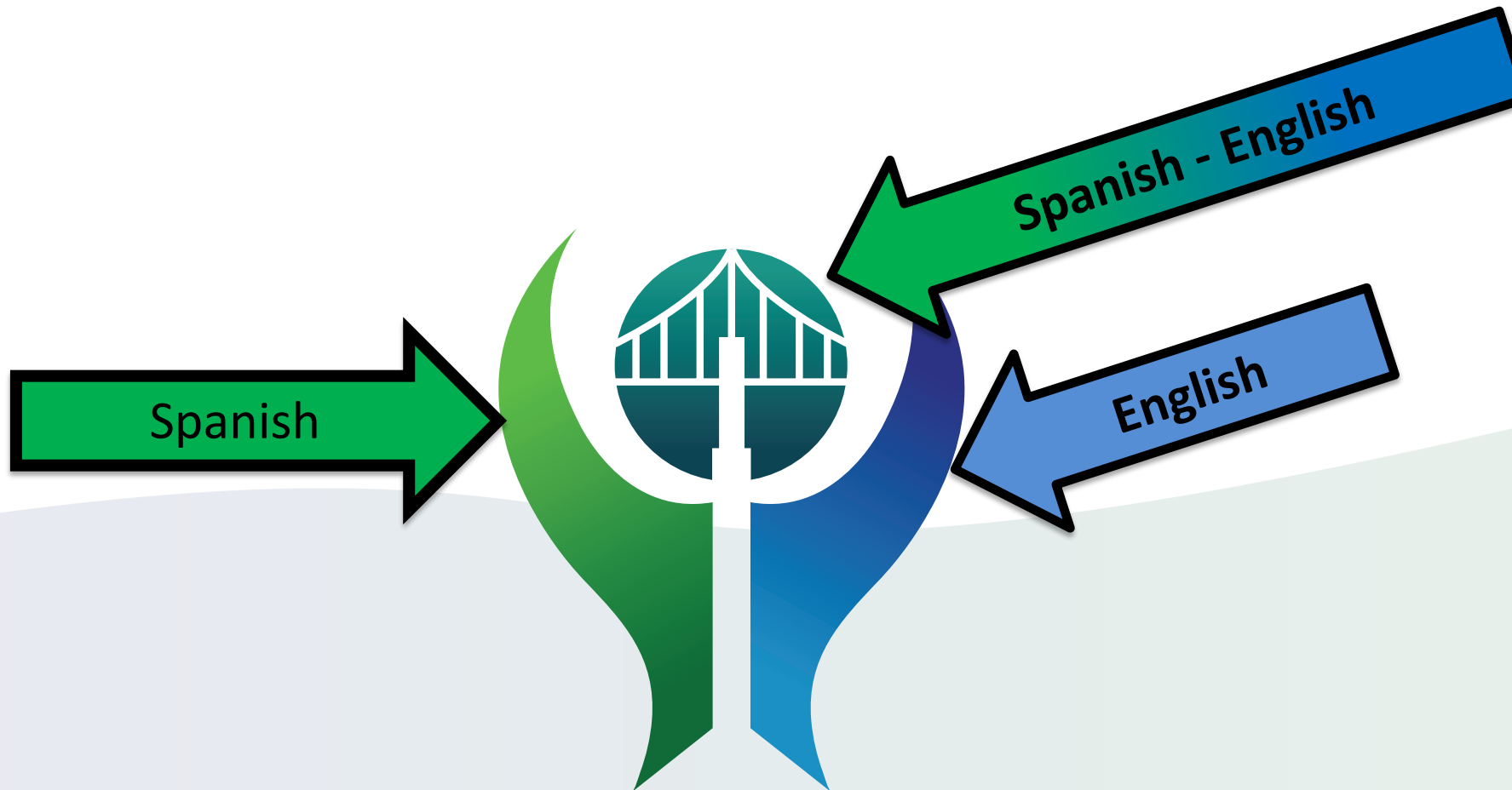


...bilinguals show some measure of activation of both languages and some interaction **AT ALL TIMES**, even in contexts that are entirely driven by only one of the languages.

Bialystock, Craik, Luk, 2012



Biliteracy instructions supports the **three linguistic spaces**



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The Two Purposes of the Bridge – Leveraging the Power of Bilingualism



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Unit Theme:

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

The Bridge occurs once students have engaged in oracy, reading and writing, and word study about the concept in one language and have been assessed on the concept in that same language -

Building Content and Background Knowledge

- Academic language and experiences needed for unit

Reading Comprehension

- Strategies
- Elements of balance
- Literacy

Content Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Word Study and Fluency

- of word study to be studied

Summative Assessment

Illustration
Side by Side or
Así se dice

Bridge – Transfer -
Extension (includes:
Listening, Speaking,
Reading, and Writing in the
other language)

Bridge: Contrast
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 students

Formative Assessment

Unit Theme:

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

The Bridge leverages the power of bilingualism by being pre-planned by the teacher to come at the end of a multi-week, interdisciplinary unit of study

Building Content and Background Knowledge

- Academic language and experiences needed for unit

Reading Comprehension

- Strategies
- Elements of balance
- Literacy

Content Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Word Study and Fluency

- of word study to be studied

Summative Assessment

Bridge

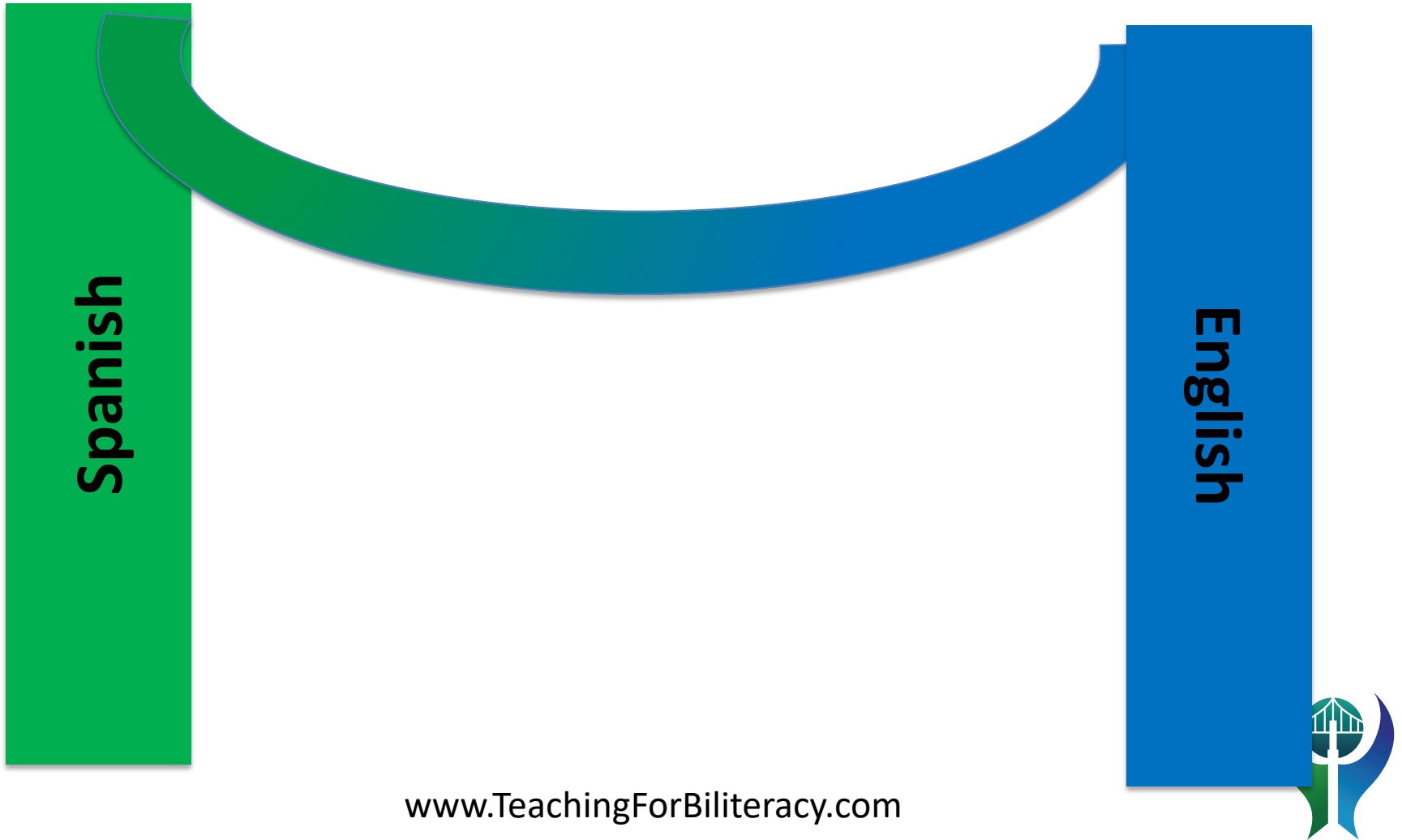
Side by Side or
Así se dice

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

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 student

Formative Assessment

Bilinguals don't have to learn concepts twice...

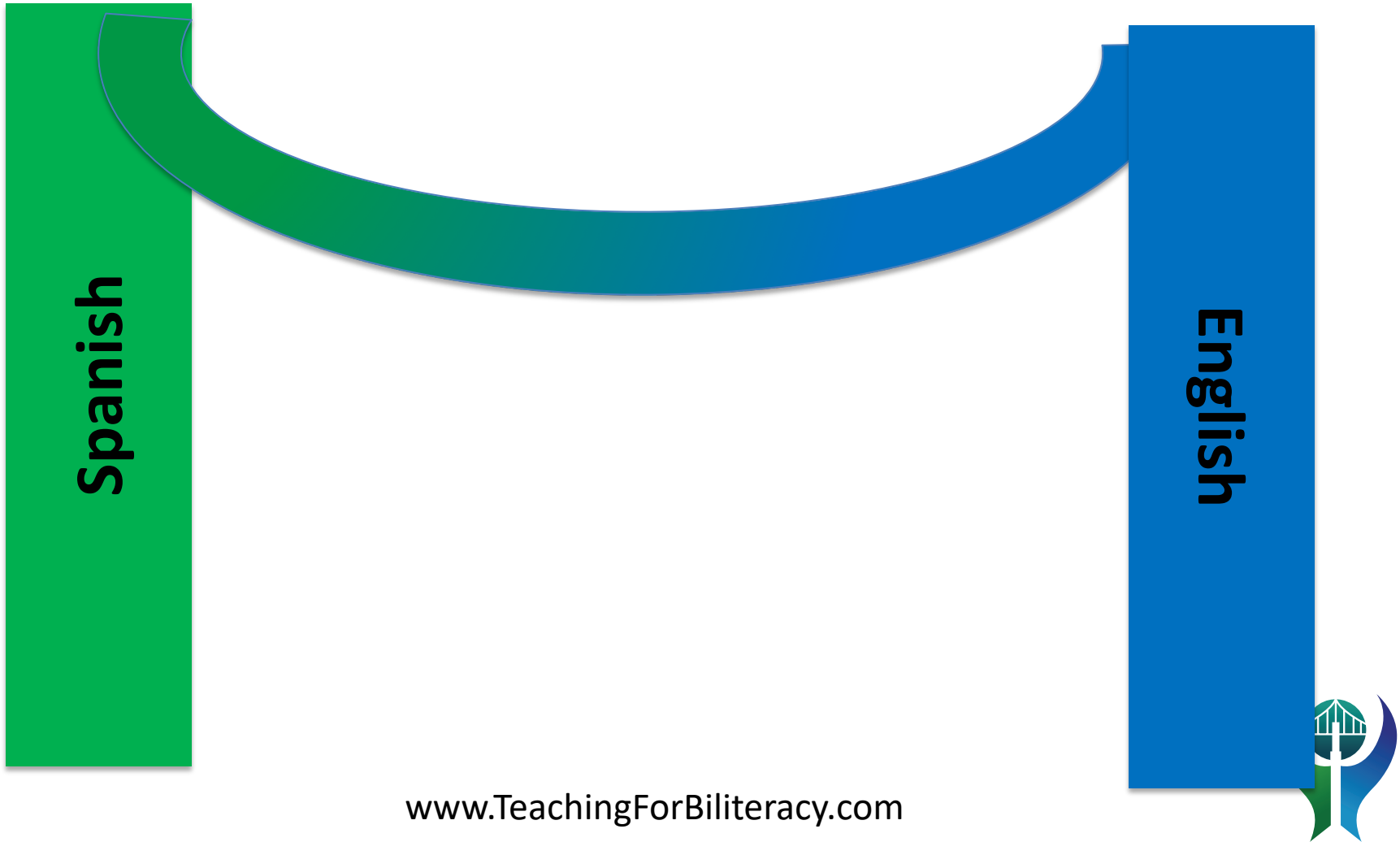


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The Bridge leverages the power of transfer between languages



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The Bridge goes both ways...



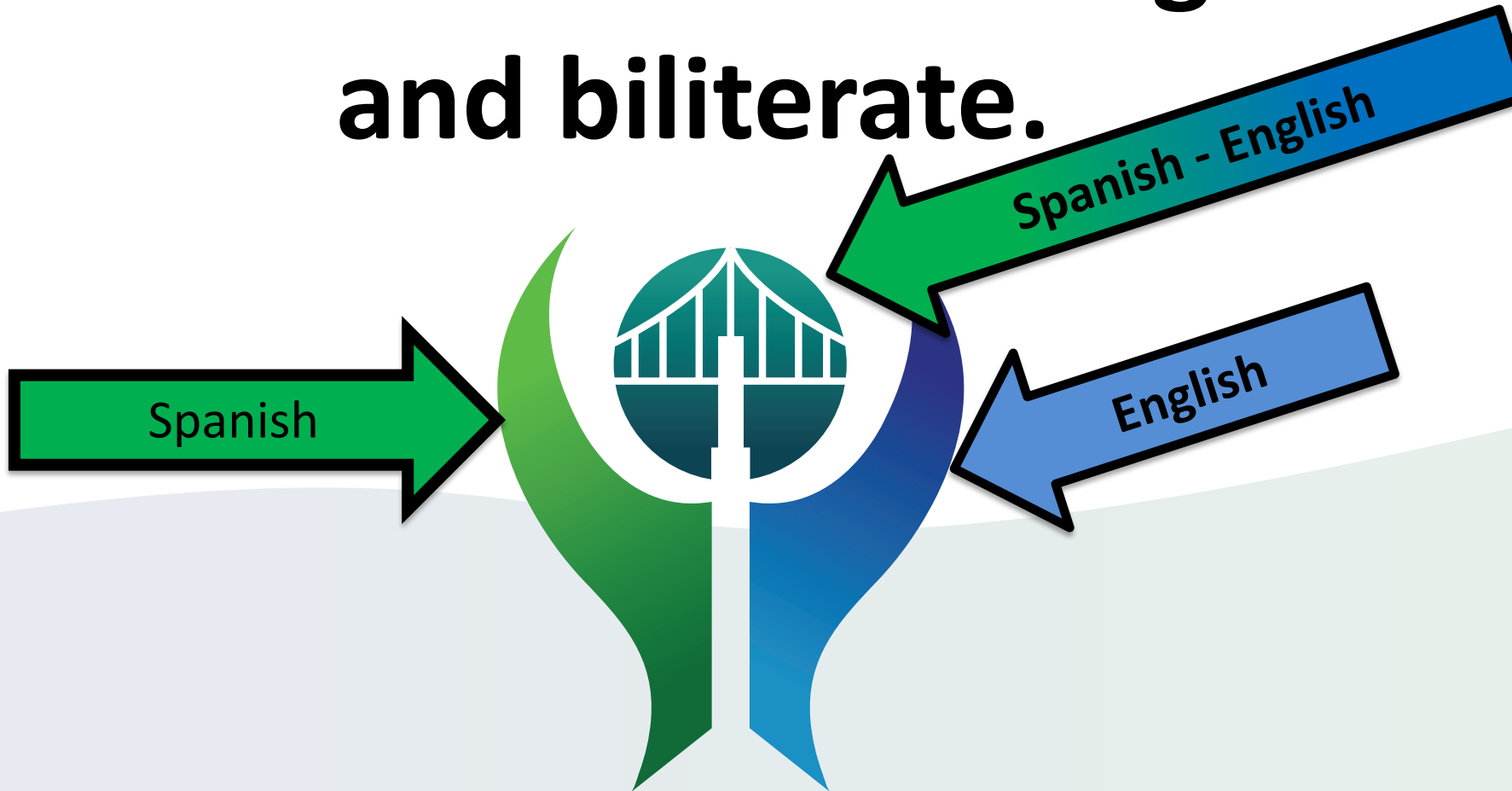
**Why Bridge from English to
Spanish?**

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**This is the goal of biliteracy –
students who are bilingual
and biliterate.**



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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

Learning Targets

Language 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

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative

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

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

Sample
50/50 Daily,
year-long
schedule for
bilit
p. 5
han

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
8:20– 10:45	Science and Language Arts - over the course of an integrated unit, the students will engage in: • Science experiments • Oracy Development • Whole Group Mini-Lesson • Writing • Independent practice • Word Work/<u>Dictado</u>	Spanish
10:45 to 11:15	SSR – See pp.95-97, <i>Teaching for Biliteracy</i>	Student choice
In this program, what is Bridged from Spanish to English? From English to Spanish?		Student choice
		English
		English
		English
	• Social Studies experiences • Writing • Word study	
1:50-2:30	Specials	If possible, half are Spanish and half in

	Time	Subject	Language
	8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice
			Spanish
			Student choice
			Student choice
			English
			English
		• Writing • Word study	
	1:50-2:30	Specials	If possible, half are Spanish and half in

In this program, what is Bridged
from Spanish to English?

Science and SLA are Bridged
from Spanish to English

From English to Spanish?

Sample
50/50
year-
sched
bilite
p. 5 c
hand

Time	Subject	Language
8:00 – 8:20	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student choice

**In this program, what is Bridged
from Spanish to English?**

**Science and SLA are Bridged
from Spanish to English**

From English to Spanish?

**Social Studies and ELA
and Math are Bridged
from English to Spanish**

Spanish

Student choice

Student choice

English

English

- Writing
- Word study

1:50-2:30

Specials

If possible, half are
Spanish and half in

Sample 80/20
Daily, year-long
schedule for
bilitercy –

p. 5
han

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Bilitercy</i>	Student Choice
8:20 – 10:30 a.m.	SS/Spanish Language Arts OR Science/Spanish Language Arts (alternating units) Over the course of each unit, the students will engage in... • Oracy • SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading	SPANISH
		Choice
		choice
		ANISH
		GLISH
	• SS/Science experiences/inquiry • Whole group mini-lesson • Writing – Writer's Workshop • Reading • Word Study • Independent Practice	

**In this program, what is Bridged
from Spanish to English?**

From English to Spanish?

Time	Subject	Language
8:00 – 8:20 a.m.	Dialogue Journals – See p.106-7, <i>Teaching for Biliteracy</i>	Student Choice

In this program, what is Bridged from Spanish to English?

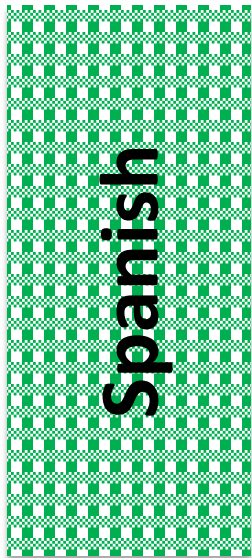
Science, Social Studies, Math, and SLA are

Bridged from Spanish to English

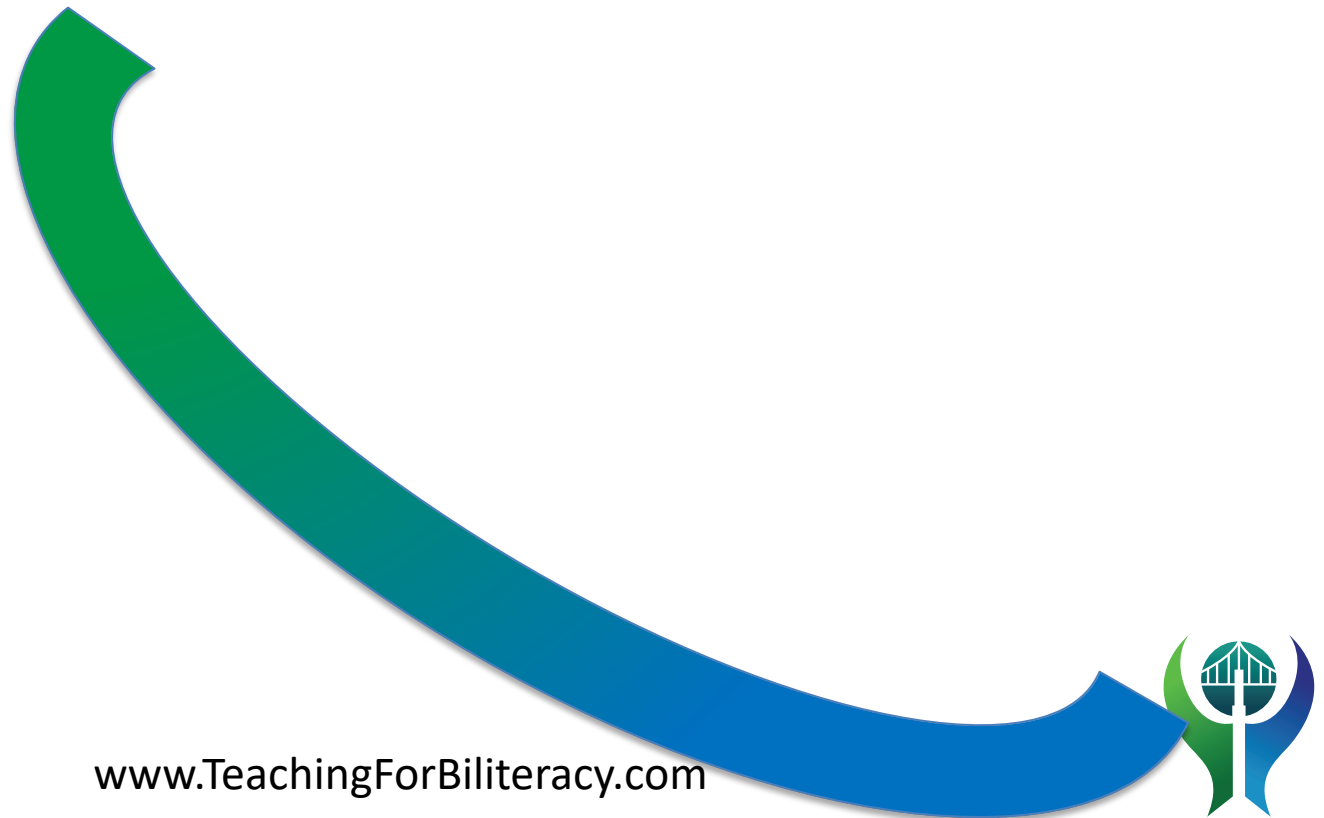
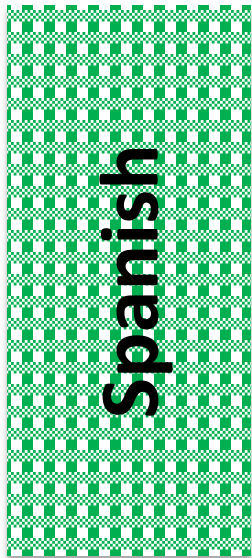
From English to Spanish

- SS/Science experiences/inquiry
- Whole group mini-lesson
- Writing – Writer's Workshop
- Reading
- Word Study
- Independent Practice

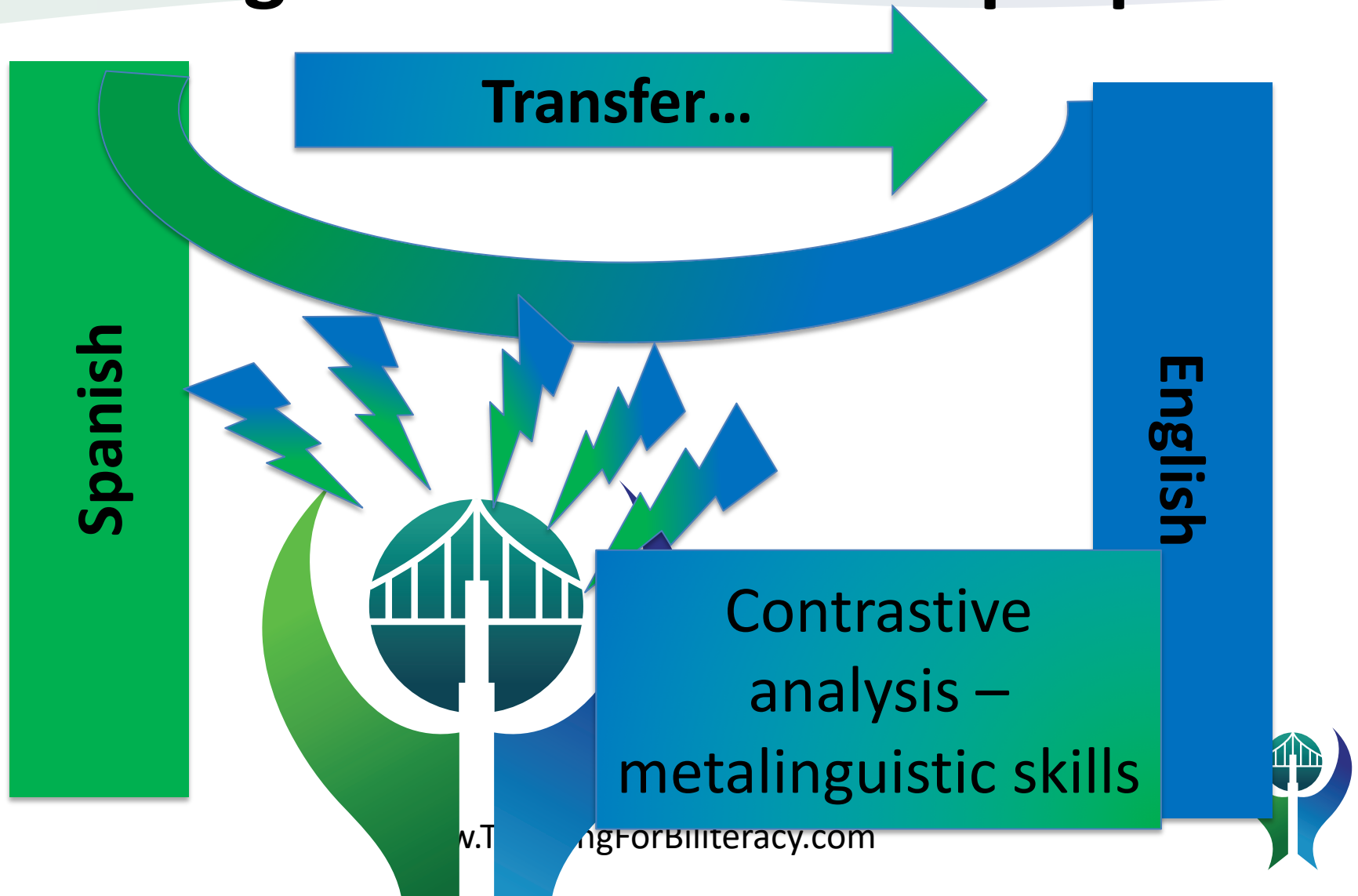
The Bridge leverages the power of transfer between languages



The Bridge leverages the power of transfer between languages



The Bridge is about much more than teaching for transfer – two purposes



The Bridge is about much more than teaching for transfer – two purposes

Which of the two purposes is more important?

English

analysis
metalinguistic skills



What is the Bridge?

The Bridge is an instructional practice...

based on research on developing

bilinguals

for developing bilingual

to support their biliteracy
development



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It is important to engage developing bilinguals in contrastive analysis to develop their metalinguistic skills because...

Bilinguals who understand how their two languages are **similar** and **different** achieve higher levels of academic success in both languages.

Dressler et al, 2011,
Jiménez, García, and Pearson, 1996.



It is important to engage developing bilinguals in contrastive analysis to develop their metalinguistic skills because...

Bilinguals who understand how their two languages are **similar** and **different** engage more regularly and successfully in **linguistic transfer**.

Dressler et al, 2011,
Jiménez, García, and Pearson, 1996.

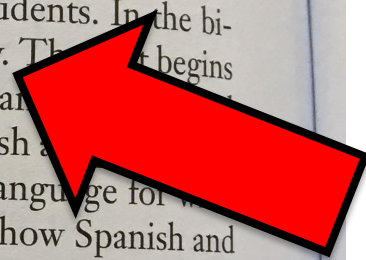


Correct, highlight in your text: p. 134 The Bridge and the Strategic Use of Two Languages

The Bridge *and the Strategic Use of Two Languages*



The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires the active engagement of the students. In the bi-literacy unit framework, Spanish and English are used strategically. The unit begins with literacy instruction in one language through an integrated language and content unit. During the next stage, the Bridge, Spanish and English are used side by side as teachers and students generate the labels in the other language for what has already been learned, and then teachers help students analyze how Spanish and English are similar and different in phonology, morphology, syntax and grammar, and pragmatics. The unit ends with extension and application activities in the language to which the students bridged. Teachers undertake formative assessment in both languages throughout the unit.



Read the first three sentences, and be prepared to share (with your book closed): *In other words, the Bridge...*

The Bridge and the Strategic Use of Two Languages, p. 134

The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires active engagement of the students. In the biliteracy unit framework, Spanish and English are used strategically.



Paraphrase: In other words, the Bridge...

The Bridge and the Strategic Use of Two Languages

In other words, the Bridge...

- ...serves two purposes– **TRANSFER** (what is learned in one language, to the other language) and **CONTRASTIVE ANALYSIS** (metalinguistic analysis – the similarities and differences between Spanish and English)
- ...is about LANGUAGE, not about re-teaching content or checking for understanding



Unit Theme:

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

Find the two purposes of the Bridge in the BUF

standings
standings

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

Unit Theme:

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

Summative Assessment

Standards
Standards

Find the two purposes of the Bridge in the BUF

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and elements of balanced literacy

Writing

- Strategies

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Word Study and Fluency

- Areas of word study to be studied

Summative Assessment

Bridge – Transfer

Illustration

Bridge – Transfer -

Extension (includes:

History

Writing in the

other language)

Bridge: Contrastive Analysis

The teacher plans a specific

teaching point in

metalinguistics

accepts and highlights

areas of

metalinguistics noticed by the students.

Formative Assessment

Planning for Implementation of the Bridge



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Planning for Contrastive Analysis (Metalinguistic Focus)



The Four Areas of
Contrastive Analysis:
Phonology, Morphology, Syntax &
Grammar, Pragmatics

The Four Areas of Contrastive Analysis –

p. 142 in the text

Teaching for
Biliteracy

Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

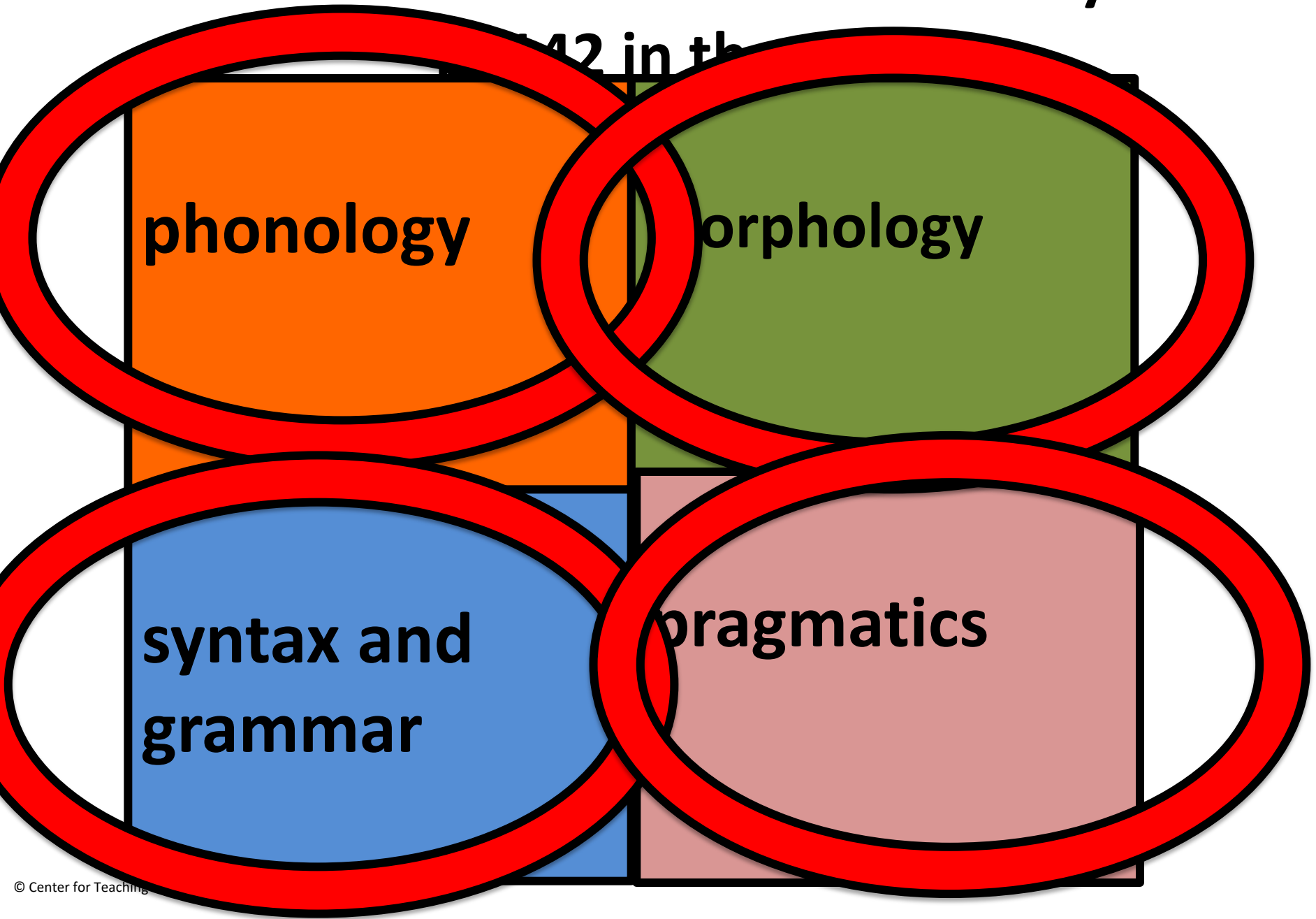
Quickly re-read Table 10.1
on p. 142 –

Be prepared to share the meaning of
these four terms.

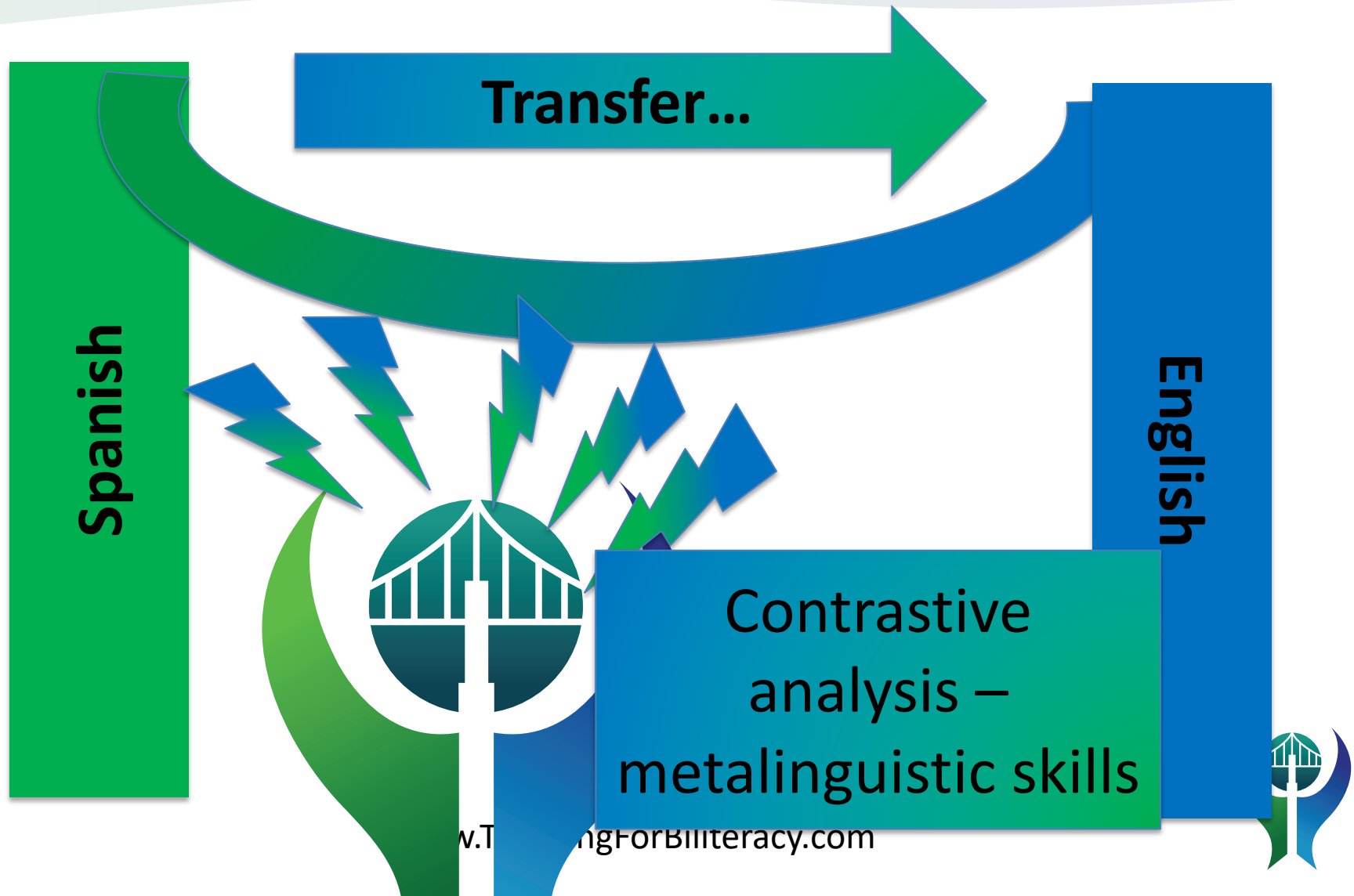
syntax and
grammar

pragmatics

The Four Areas of Contrastive Analysis –



The Bridge has two purposes...



Pop Quiz: Question

What is the relationship between the **TRANSFER** Bridge and the **CONTRASTIVE ANALYSIS** Bridge?



Pop Quiz: Answer

- The transfer and contrastive analysis Bridge are related. They both come at the end of a unit of study.
- The transfer Bridge always comes first.
- The students then compare or contrast an element of language from the transfer Bridge.

For example...



puntos de
entramiento

jalar

la fricción

empujar

Contra la gravedad

Con la gravedad
mucho fuerza

poca fuerza

Points of Contact

to pull
the friction

to push

against gravity

with gravity
a lot of force

a little force

Fourth grade Bridge - Transfer



Fourth grade Bridge- Contrastive analysis

-ción	-tion
fricción contracción	friction contraction
-dad	-ty
gravedad ciudad actividad	gravity city activity

Levantamos
la mano



we
raise our
hand

las vocales a e i u the vowels

Caminamos
en fila



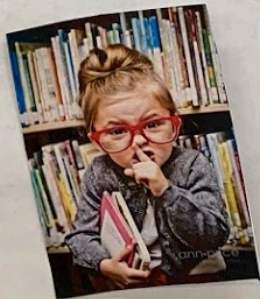
We walk
in a straight
line

la biblioteca



the
library

leemos
calladitos



We read
quietly

formamos las
oraciones

to form
sentences

Kinder Bridge - Transfer



el pasillo



the hallway

comemos
Sentados



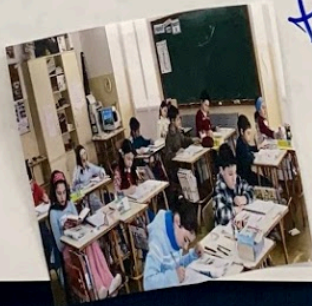
We
Stay
Seated

el comedor



the
lunchroom

el salón



the
classroom

Kinder Bridge - Transfer



Kinder Bridge - Contrastive Analysis

levantamos	lunchroom	pasillo	hallway
salón	walk	calladitos	tall
filón	library		want
biblioteca	talk		fall
			hello

Let's look more closely at the relationship between the transfer and contrastive analysis Bridges...

1. Clear off the table so you have room to sort some cards.
2. Open the bag.
3. Remove all the cards from the bag and spread them out on the table face up.
4. Look at the pictures and make some observations.

I see....

I notice...

I observe...



Now – Find this transfer Bridge.

How can we tell this is a transfer Bridge?

Español	English
los trabajadores de la <u>comunidad</u>	the <u>Community</u> workers
el <u>doctor</u>	the <u>doctor</u>
el <u>veterinario</u>	the <u>Veterinarian</u>
el/la <u>policia</u>	the <u>Police</u>
el trabajador de la <u>construcción</u>	the <u>construction</u> worker
el <u>florista</u>	the <u>Florist</u>
el maestro	the teacher



Now – Find this transfer Bridge.

How can we tell this is a transfer Bridge?

Español	English
los trabajadores de la <u>comunidad</u>	the <u>Community</u> workers
el el <u>doctor</u>	the <u>doctor</u>
el <u>veterinario</u>	the <u>Veterinarian</u>
el/la <u>policia</u>	the <u>Police</u>
el trabajador de la <u>construcción</u>	the <u>construction</u> worker
el <u>florista</u>	the <u>Florist</u>
el maestro	the teacher

The purpose of the transfer Bridge is to transfer content learned in one language to the other.

- What was the content?
- In what language was it learned?



Now – Find the contrastive analysis Bridge based on this transfer Bridge...

Transfer Bridge

Español	English
los trabajadores de la comunidad	the community workers
el doctor	the doctor
el veterinario	the veterinarian
el/la policía	the police
el trabajador de la construcción	the construction worker
el florista	the florist
el maestro	the teacher

Contrastive Analysis Bridge

Adjective/Noun Placement	
Español	English
• los trabajadores de la comunidad	• community workers
• el trabajador de la construcción	• the construction worker

How can we tell that this is a contrastive analysis Bridge?

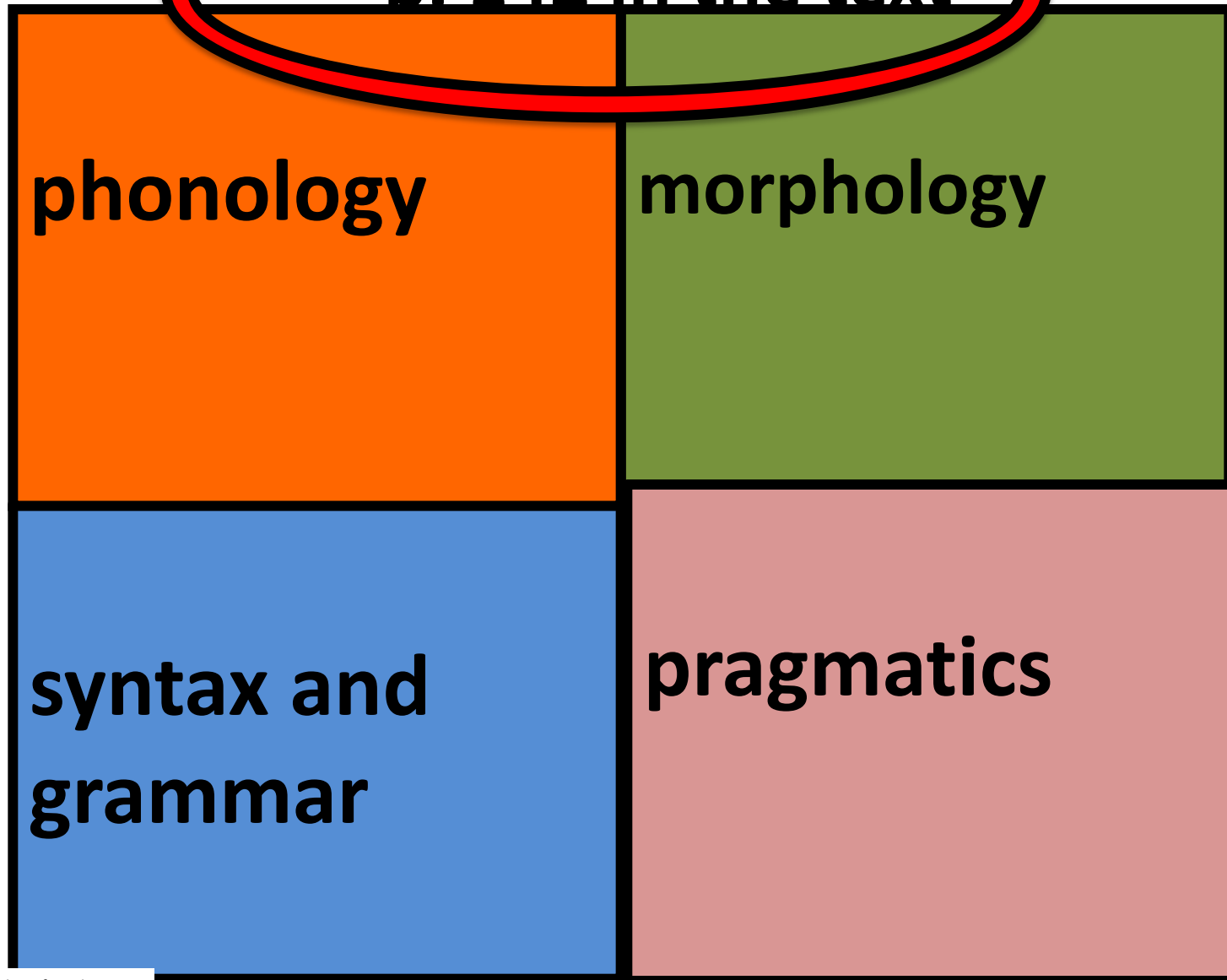
Transfer Bridge

A contrastive analysis Bridge looks at one element of language to compare or contrast.

Contrastive Analysis Bridge

<u>Adjective/Noun Placement</u>	
<u>Español</u>	<u>English</u>
los trabajadores de la comunidad	• (community workers)
# el trabajador de la construcción	• (the construction worker)

The Four Areas of Contrastive Analysis – p. 142 in the text



How can we tell that this is a contrastive analysis Bridge?

Transfer Bridge

A contrastive analysis Bridge looks at one element of language to compare or contrast.

The first words on the contrastive analysis Bridge come from the transfer Bridge.

Contrastive Analysis Bridge

<u>Adjective/Noun Placement</u>	
Español	English
los trabajadores de la comunidad	community workers
el trabajador de la construcción	the construction worker

How can we tell that this is a contrastive analysis Bridge?

Transfer Bridge

Español	English
los trabajadores de la comunidad	the community workers
el veterinario	the veterinarian
el trabajador de la construcción	the construction worker
el florista	the florist
el maestro	the teacher

Contrastive Analysis Bridge

Adjective/Noun Placement	
Español	English
• los trabajadores de la comunidad	• (community workers)
• el trabajador de la construcción	• (the construction worker)

How can we tell that this is a contrastive analysis Bridge?

Transfer Bridge

A contrastive analysis Bridge is a living chart.

What will the students add to this chart?

Contrastive Analysis Bridge

<u>Adjective/Noun Placement</u>	
<u>Español</u>	<u>English</u>
• los trabajadores de la comunidad	• (community workers)
# • el trabajador de la construcción	• (the construction worker)

Let's find some more transfer Bridge and contrastive analysis Bridge pairs...

- Working with your table, match a transfer Bridge to its contrastive analysis Bridge.
- Be prepared to share the following:
 1. What content was being studied?
 2. In what language was the content studied?
 3. Which area of language is being compared or contrasted in the contrastive analysis Bridge?
 4. What are some additional examples that might be added to the contrastive analysis Bridge?



Stop and Reflect:

Planning for Contrastive Analysis

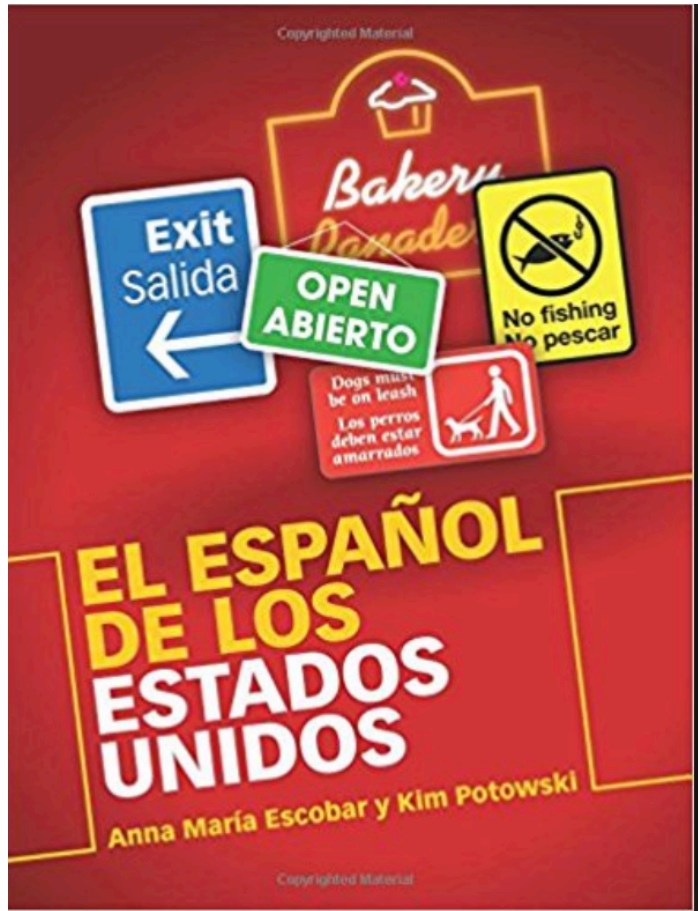
Be prepared to share.

- 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...



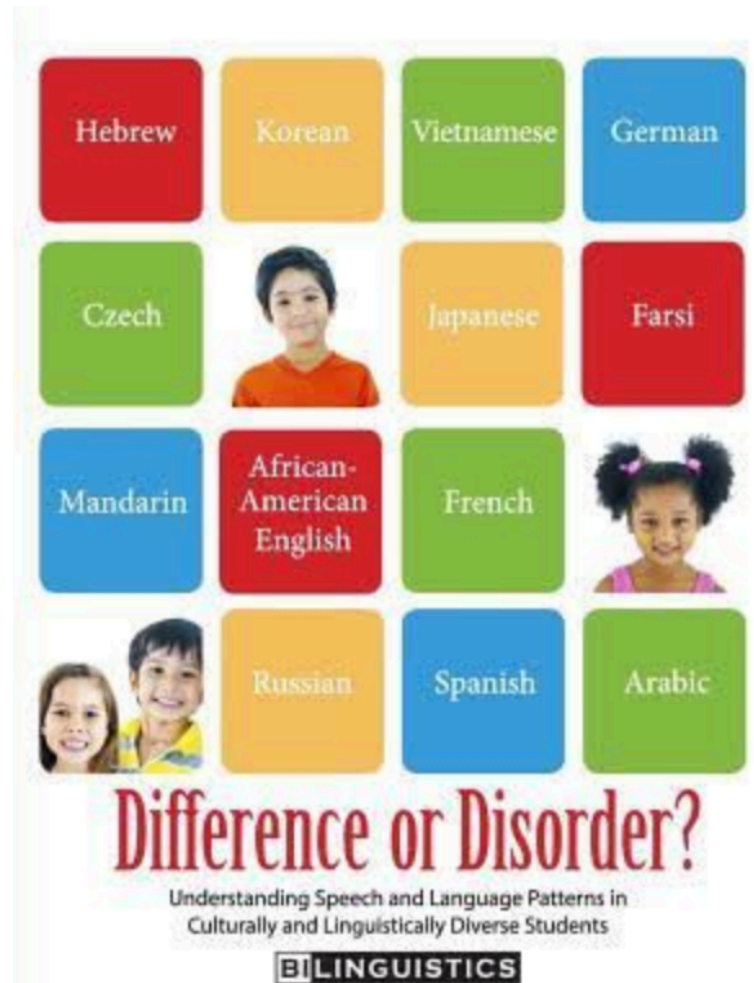
Choosing a Metalinguistic Focus: Helpful Resources

- *El español de los Estados Unidos*, por Escobar y Potowski, especially chapters 4 & 5



Choosing a Metalinguistic Focus: Helpful Resources

- *Difference or Disorder*, by Bilingualistics



Choosing a Metalinguistic Focus: Helpful Resources

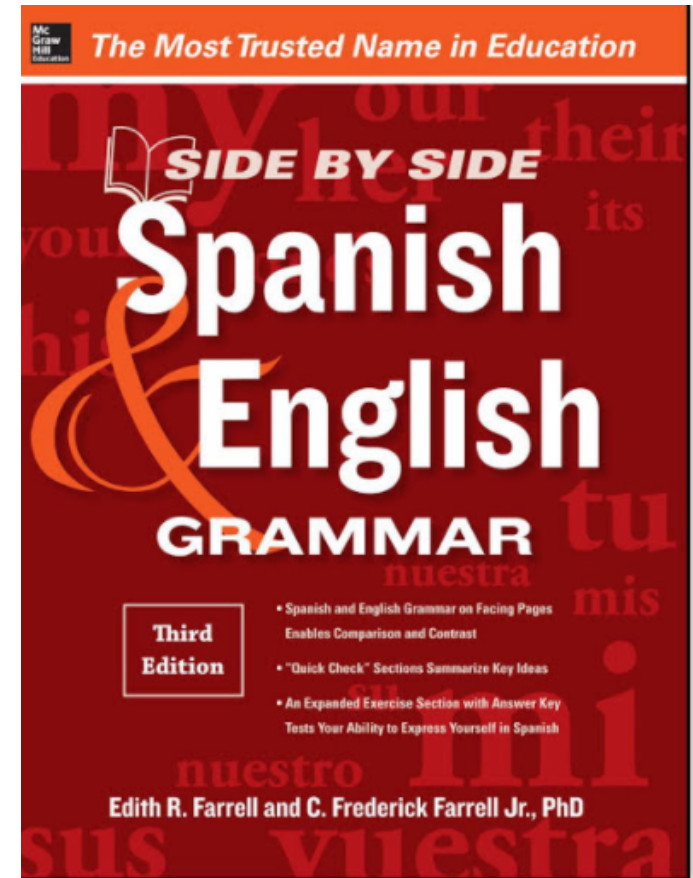


- *Learner English*, by Swan & Smith,
- available:
kupdf.com_learner-english-pdf-1pdf.pdf



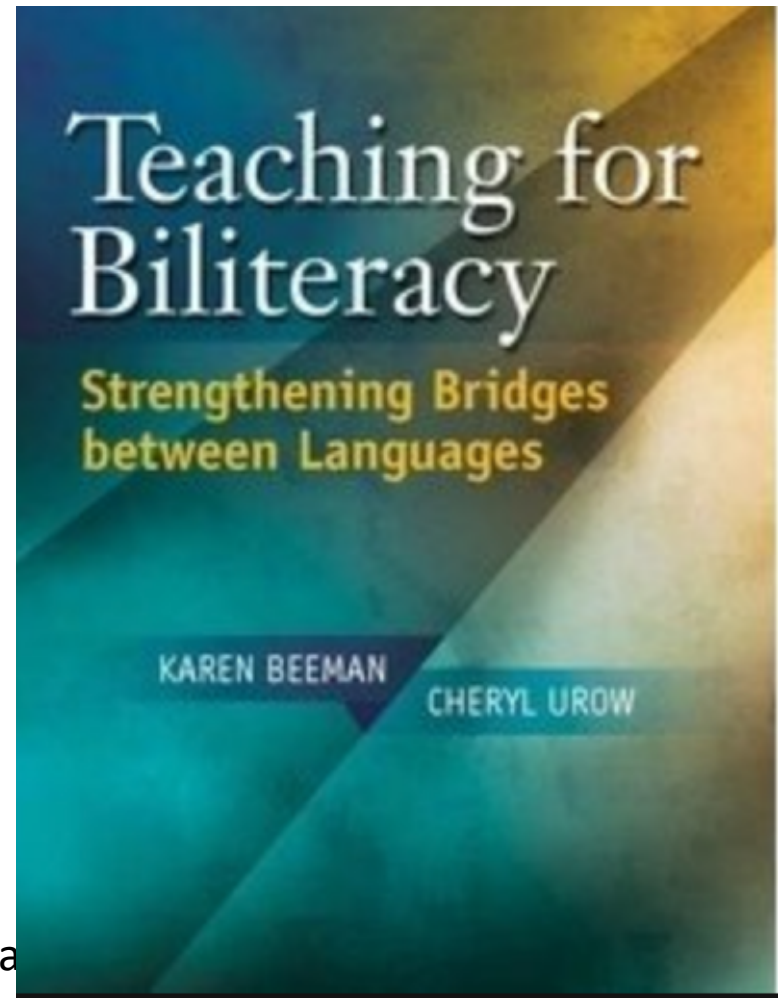
Choosing a Metalinguistic Focus: Helpful Resources

- *Side by Side:
Spanish &
English
Grammar*



Choosing a Metalinguistic Focus: Helpful Resources

- *Teaching for Biliteracy*, Beeman & Urow
- How Spanish Works, pp. 155-161



There are Three Types of Bridge Transfer Charts

Side-by-side

Illustration

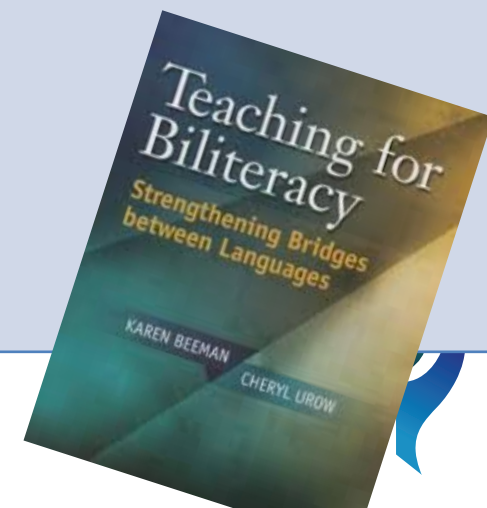
Así se dice

• <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



Construccion de Agua Water Construction

Yo se que el agua tiene un ciclo. Aparte de ciclo tiene <u>formas</u> como <u>solida</u> , <u>liquida</u> , y <u>evaporada</u> . Un ejemplo de agua en forma <u>solida</u> es el <u>Hotel de Hielo</u> de Suecia. <u>Cuando</u> el hotel se derrite, el agua se convierte en forma <u>liquida</u> . Luego cuando el <u>sol</u> calienta la tierra, el agua se <u>evapora</u> en forma de <u>gas</u> .	I know that water goes through a cycle. Aside from having a cycle, water also has <u>states</u> (or <u>forms</u>) like <u>solid</u> , <u>liquid</u> , and <u>gas</u> . An example of water in solid form is the Ice <u>Hotel</u> in Sweden. <u>When</u> 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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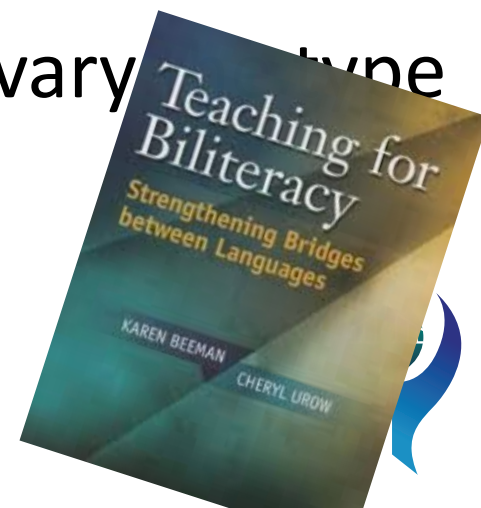
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Three types of **Bridge Transfer Charts**:

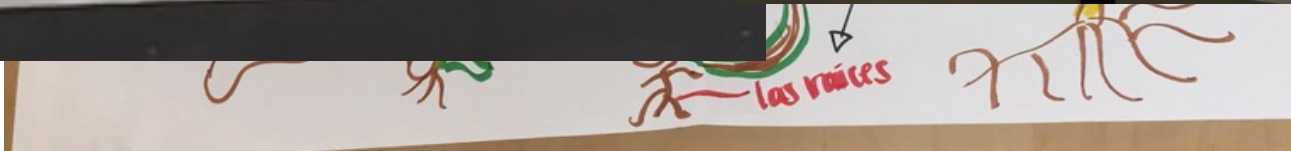
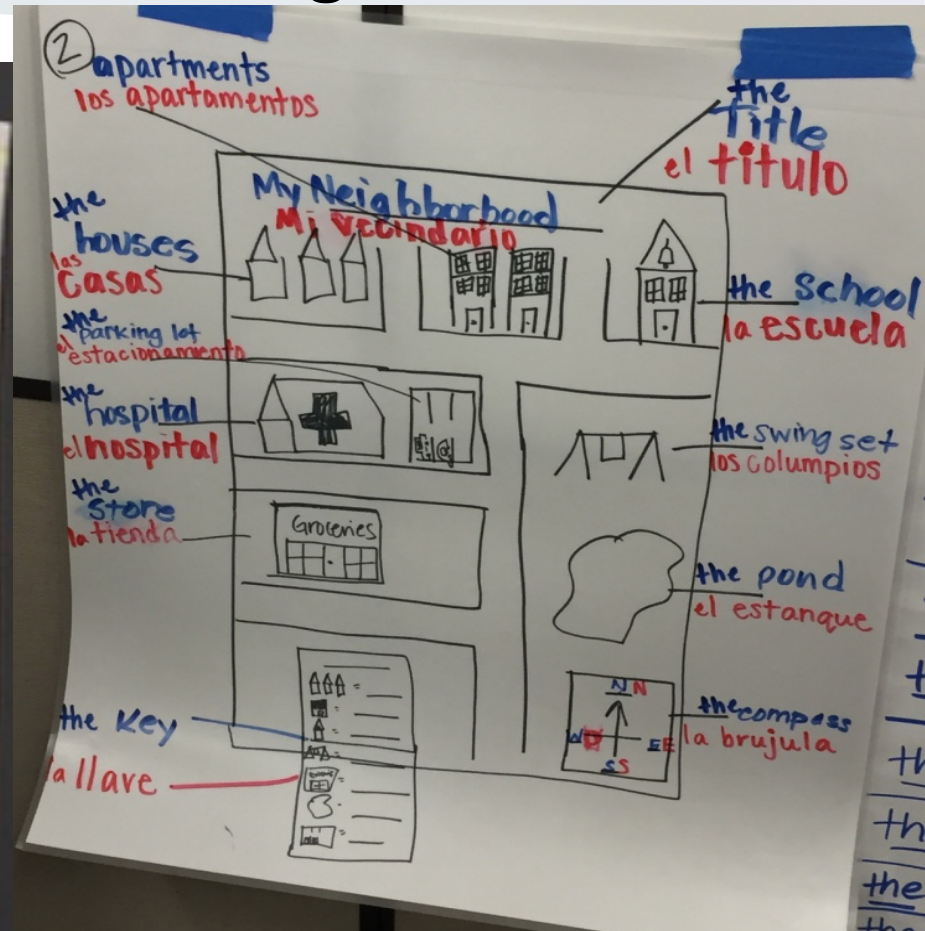
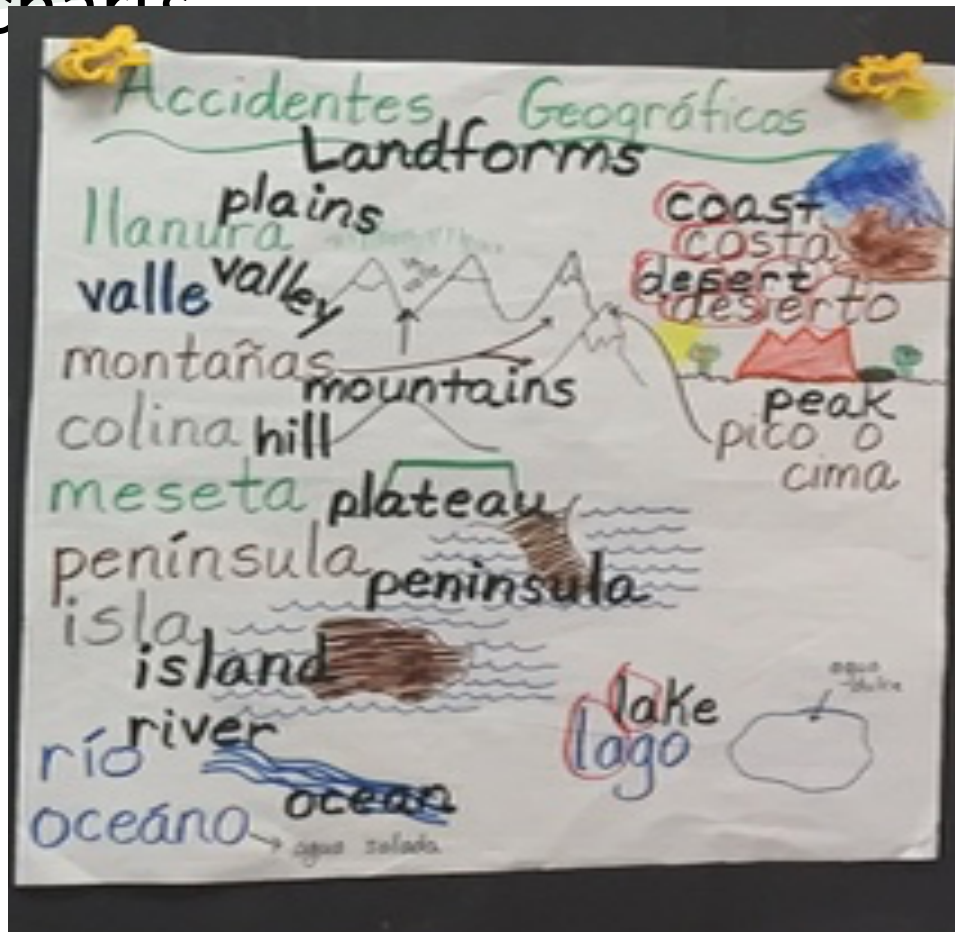
Find an example of a **side-by-side** Bridge transfer chart

- Most of the sample transfer charts are side-by-side
- These are the easiest transfer Bridges to do, and a great way to begin with the Bridge
- As students (and teachers) engage in more Bridges, it becomes important to vary the type of transfer Bridge chart.
- You can read more on p. 135-6



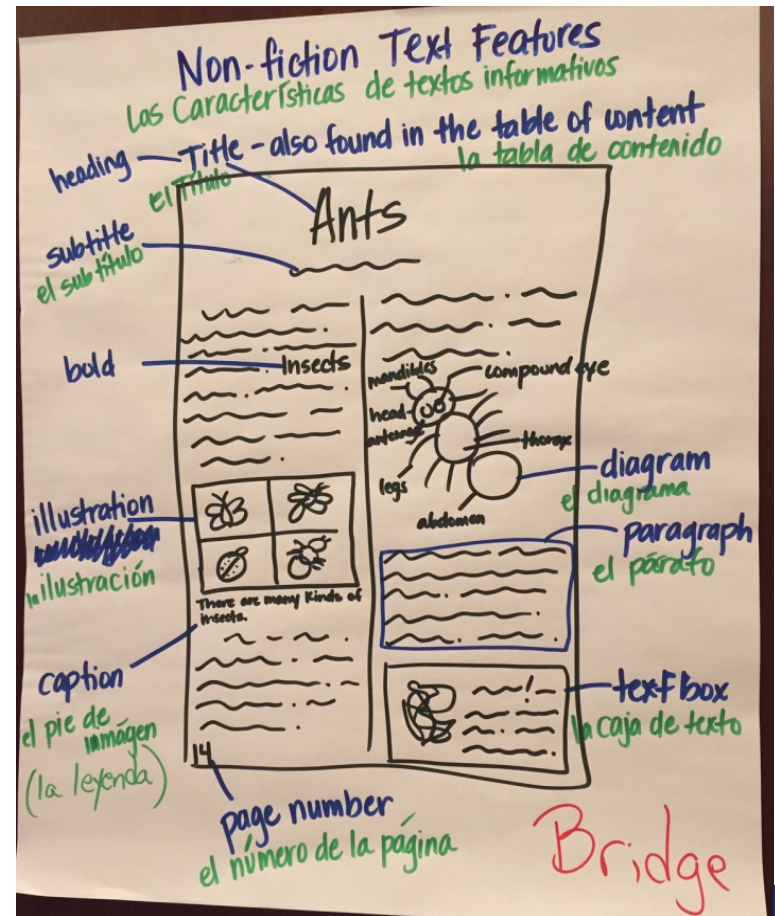
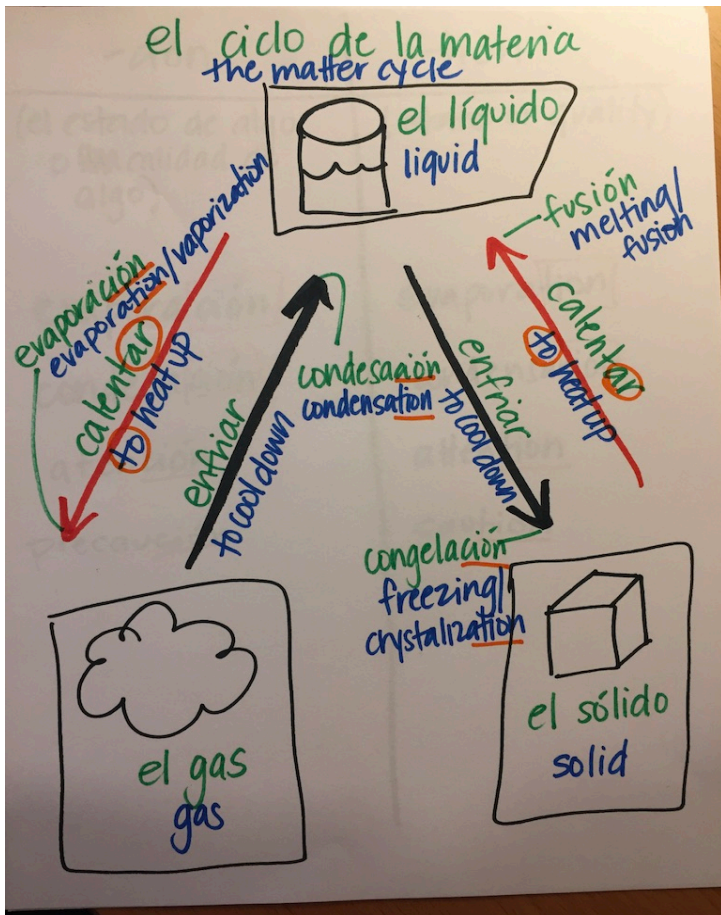
Three types of Bridge Transfer Charts:

Find the examples of illustration Bridge transfer charts



Three types of Bridge Transfer Charts:

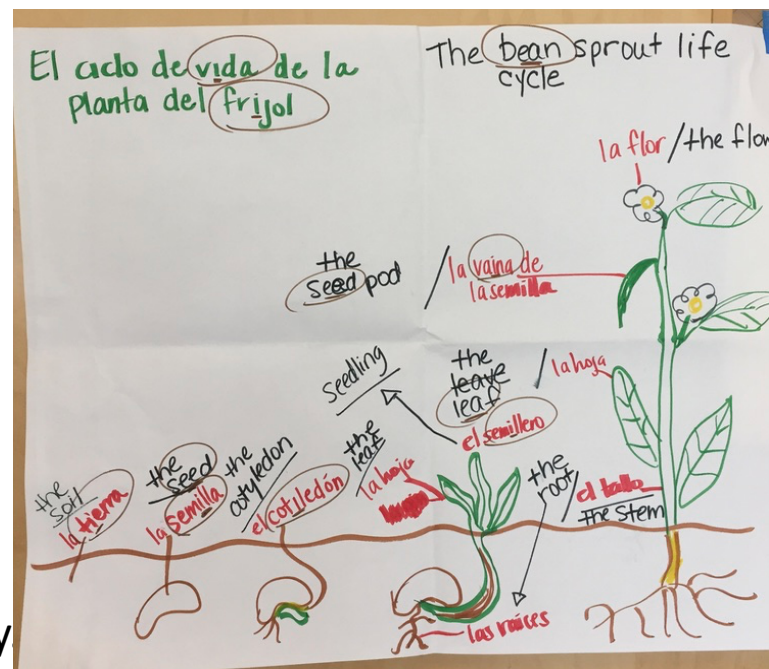
Find the examples of illustration Bridge transfer charts



Three types of Bridge Transfer Charts:

Illustration Bridge transfer charts

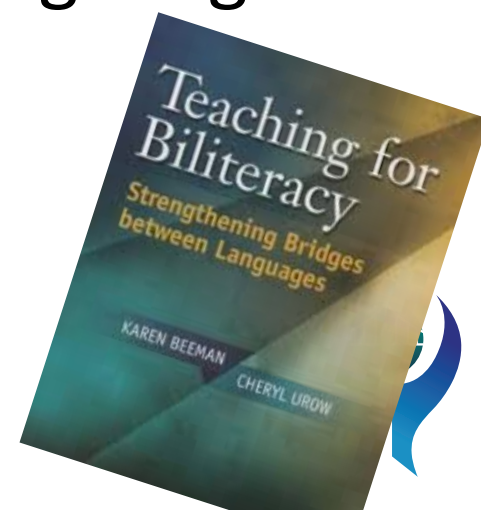
- Illustration Bridge transfer charts usually start out as anchor charts in the language of instruction, and then become Bridge charts at the end of the unit.



Three types of **Bridge Transfer Charts**:

Illustration Bridge transfer charts

- Illustration Bridge transfer charts usually start out as anchor charts in the language of instruction, and then become Bridge charts at the end of the unit.
- Illustration Bridge transfer charts are great for the primary grades, but can be used through high school.
- You can read more on p. 138-9



Three types of Bridge Transfer Charts:

Find the example of an **así se dice** Bridge transfer chart

La clorofila	Chlorophyll
La <u>clorofila</u> - que es una <u>sustancia</u> <u>organica</u> capta la luz <u>energía solar</u> (luz), la luz provoca la ruptura de la <u>molécula</u> de agua, es decir se rompe el enlace químico que une el <u>hidrógeno</u> con el <u>oxígeno</u> .	<u>Chlorophyll</u> is An <u>organic</u> <u>Substance</u> that captures <u>(solar energy)</u> Sunlight. The sunlight causes the water <u>molecule</u> to break apart. That means that the chemical bond that connects <u>hydrogen</u> with <u>oxygen</u> separates.

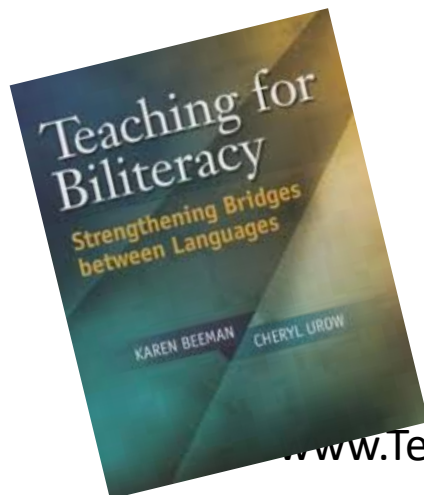
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Three types of Bridge Transfer Charts:

Find the example of an **así se dice** Bridge transfer chart

- Así se dice Bridge transfer charts are can be used throughout the grade levels, but are especially effective in the upper grades.
- You can read more on p. 139
- Let's engage in an así se dice Bridge.



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La clorofila	Chlorophyll
La <u>clorofila</u> - que es una <u>sustancia</u> <u>orgánica</u> capta la <u>energía solar</u> (luz), la luz provoca la ruptura de la <u>molécula</u> de agua, es decir se rompe el enlace químico que une el <u>hidrógeno</u> con el <u>oxígeno</u> .	<u>Chlorophyll</u> is an <u>organic substance</u> that captures <u>(solar energy)</u> sunlight. The sunlight causes the water <u>molecule</u> to break apart. That means that the chemical bond that connects <u>hydrogen</u> with <u>oxygen</u> separates.

Three types of Bridge Transfer Charts:

**En la escuela, es importante
levantar la mano para hablar.**



Three types of Bridge Transfer Charts:

**En la escuela, es importante
levantar la mano para hablar.**

**In school, it's important to raise
your hand to speak.**



A Transfer Bridge Chart leads to a contrastive analysis chart...

???????

???????



A Transfer Bridge Chart leads to a contrastive analysis chart...

La/El + parte del cuerpo	My, your, his, her, their, our + body part



A Transfer Bridge Chart leads to a contrastive analysis chart...

La/El + parte del cuerpo	My, your, his, her, their, our + body part
levantar la mano	Raise your hand



A Transfer Bridge Chart leads to a contrastive analysis chart...

La/El + parte del cuerpo	My, your, his, her, their + body part
Alzar la mano	Raise your hand
Me duele la panza	My tummy hurts



A Transfer Bridge Chart leads to a contrastive analysis chart...

La/El + parte del cuerpo	My, your, his, her, their + body part
Alzar la mano	Raise your hand
Me duele la panza	My tummy hurts
Tiene la cabeza muy grande	Her head is huge



The Bridge in biliteracy...

Be prepared to share.

- My biggest takeaway from this session on the Bridge is...

