Dual Language Best Practices for All

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Outline

- What does the research say?
- Dual Language vs. Early Exit
- Core values aligned to Campus Vision
- Collaboration: Dual Language Components in mainstream classrooms
  - ❑ Language of the Day
  - ❑ Conceptual Refinement
  - ❑ Content-Area Vocabulary Enrichment Activities
  - ❑ Bilingual Pairs/Bilingual Groups
  - ❑ Bilingual Learning/Research Centers
  - ❑ Student Generated Alphabet
  - ❑ Content Focused Word Walls
- Group Project
- Reflections

Research…

- How did we go from:
- Here   to   Here

Dual Language Vs. Early Exit

What were we doing before?

Early Exit:

- Literacy instruction in 1st Language
- Math, Science, Social Studies language of instruction up to campus decision
- Social Language is English
- Transition to English instruction as soon as possible
- 1st language is eliminated

What are we doing now?

Dual Language:

- Literacy instruction in native language k-1
- Literacy instruction in English and Spanish 2-5
- Math taught in English, Science/Social Studies in Spanish
- Academic Vocabulary enrichment activities
- 1st and 2nd languages are maintained and developed

Brainstorm with a partner: Which program reflects the research? Create a list to justify your answer.
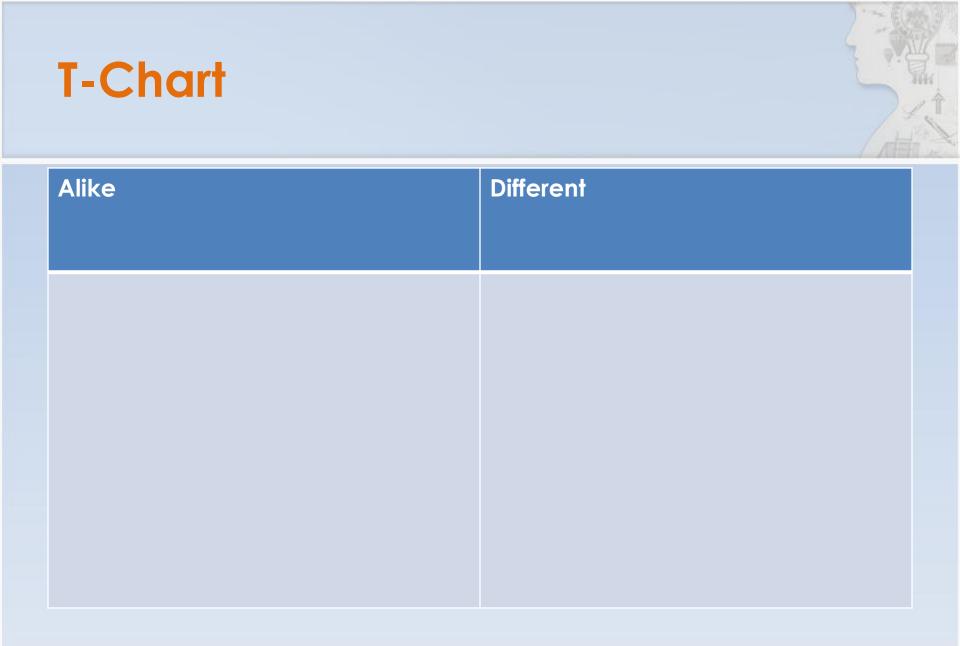
Brainstorm

_____ reflects the research because…

- 1.
- 2.
- 3.

Dual Language Core values aligned to Campus Vision

Dual Language:

- Provide the educational environment and instruction that will allow all students to become bilingual, bi-literate and bicultural.
Develop fluency in communication and literacy in both English and Spanish.
Increase academic achievement in all subject areas.
Fostering an appreciation and understanding of other cultures while developing positive attitudes among students, their families, and community

Campus Vision

- Union Hill Elementary is a safe, supportive and nurturing community
- where all students become inspired, self-motivated and continuous learners

T-Chart

Alike	Different

Collaboration

Same Goals, same vision

Same Best Practices

Language of the Day

Monday, Tuesday, Wednesday: Spanish Days

Tuesday and Thursday: English Days

- Classroom is labeled and color coded.
- Students practice calendar, morning routines in language of the day.

Conceptual Refinement

- Teacher observes students during independent practice

- Teacher identifies students who are in need of additional support

- Teacher pulls students into a small group and reteaches the concept

Vocabulary Enrichment Activities

Creates connections between first and second language. The concepts are presented in the opposite language to allow students to learn academic vocabulary in both languages

K-2

- Morning Message
- Read the room
- Read alouds
- Review bilingual alphabet
- Vocabulary games

3-5

- Read the room
- Weekly vocabulary enrichment games per subject
- Journaling
- Review bilingual alphabet

Bilingual Pairs/Groups (up to 4)

Students are paired up with a partner during most of the day. Pairs are created according to language proficiency and academic capacity. Group/pair turns in one assignment.

- ❑ low-medium, medium high
- ❑ Zone of Proximal Development
- ❑ More knowledgeable other supports and challenges partner
- ❑ Promotes collaboration
- ❑ Gives everyone an opportunity to participate
- ❑ Lowers anxiety

Bilingual Centers/ Research Centers

Bilingual centers are content specific activities that reinforce academic language development

- Games, or activities
- Bilingual pairs at each activity
- Available in both languages
- Integrated across subjects
- Requires interaction and use of vocabulary
- One set of materials per game

Bilingual research centers are content specific inquiry projects that students conduct using resources available in both languages.

- Not an activity for free time
- Students choose topic from classroom brainstorm ideas
- All students create a product to share their findings
- Teacher facilitates by providing minilessons

Student Generated Alphabet

Alphabet displayed in the classroom. Students choose the words to be displayed and illustrate the meaning.

- Alphabet is reviewed as a vocabulary enrichment activity
- Alphabet changes through out the year
- Is used as a learning tool
- Can eventually become content specific

Content Focused Word Banks

Teacher creates a word bank for each subject. Walls change as new topics are introduced. Anchor charts can be part of these walls

- Students review words as a vocabulary enrichment activity
- Become a resource for students when writing about the topic
- Previous words can be used in bilingual centers or research centers

Classroom Connection

- ✓ Each table will be a group.
- ✓ Make sure you have a bilingual teacher at your table, they will be your resource for today
- ✓ Complete the tasks in your project sheet
- ✓ Prepare a quick 5 minute presentation for the rest of the staff

Reflection

In a web browser type in:

www.wallwisher/wall/uhecollaboration.com

Write your answer the following question:

In Spanish

What are some benefits of implementing these components in a mainstream classroom?

Closing Thoughts

- Share your reflections

- Questions?