



# Capacitating Preservice DLI Teachers to Become Effective Teacher-Leaders

*8<sup>th</sup> International Conference on Immersion & Dual Education*

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## Workshop Description

Finding high quality teachers to staff and lead DLI programs is an ongoing challenge. This workshop highlights the power of systemic partnerships as tools for developing a pipeline of preservice teachers who have the capacity to serve as effective DLI teacher-leaders. In collaboration with current and former students, workshop facilitators will interactively engage participants in examining strategies for:

- partnering with multiple stakeholders
- developing programs within existing policies and program structures
- promoting professionalism among preservice teachers, and
- preparing preservice teachers to serve as effective teacher-leaders (through curriculum, networking, and “real” professional activities).



**Presenter Intros.**



**Participant  
Introductions:  
Stand if...**

A window view of a lush garden. The window is divided into four panes. The top-left pane shows a dense green bush with white flowers. The top-right pane shows a tall, thin tree with green leaves. The bottom-left pane shows a bush with pink and white flowers. The bottom-right pane shows a garden bed with yellow and orange flowers, a wooden bench, and a blue planter box with red flowers.

# Workshop Agenda

- 1) Structure of Immersion in Utah & at BYU
- 2) BYU DLI Curriculum
- 3) Sustaining teacher-leader partnerships



**Planning Your Program:** Utah Model & Instructional Time Allocation

**Planting Your Program** in theoretically rich, research-based soil: FLANG 300

**Sowing Seeds of Sustainability** (core practices): FLANG 301

**Pollinating Your Program** with content and culture by integrating theory and practice into biliteracy: FLANG 302

**Fertilizing Your Program:** Field Experience

**Growing Your Program:** Professional Teacher-Research Partnerships

**Harvesting Future Teacher-Leaders:** Student Panel

Image: Guenther Dillingen

**Cultivating Effective Teacher-Leaders**



# Workshop Can Dos



1) I can **plan programs** within existing policies and structures.



2) I can **prepare preservice teachers** to serve as effective teacher-leaders.



3) I can **promote professional engagement** and collaboration among preservice and inservice teachers, administrators, and university faculty.



An immersion teacher prep program  
is like a garden because...

Image: Wiebkerretig





Today's  
students...



... become tomorrow's teacher-leaders





TWO Hats

Learners' experiences

Teachers' pedagogical choices

An aerial photograph of a well-maintained garden. The central feature is a large, irregularly shaped area covered in light-colored gravel. To the right of this gravel area is a wooden deck with a metal frame structure on it. The garden is surrounded by various plants, including a large bush of pink flowers on the left, a palm tree at the top, and several smaller shrubs and flowers scattered throughout. A path of stepping stones leads from the bottom center towards the top left. The overall scene is lush and green, with a mix of textures and colors.

# Planning Your Program

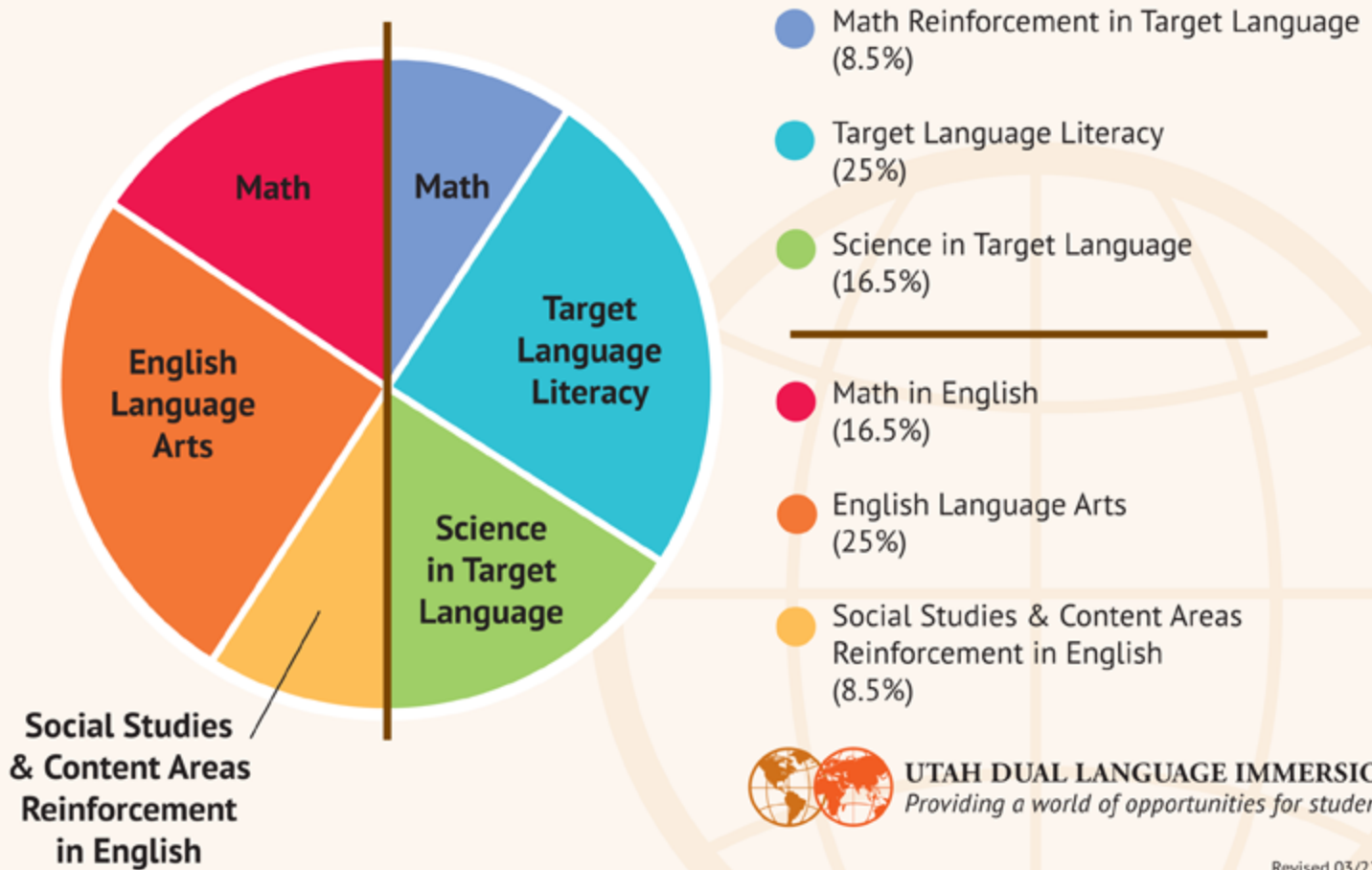


# Structure of Immersion in Utah

Work with the features  
of the current landscape

# The Utah DLI 50/50 Two Teacher Model

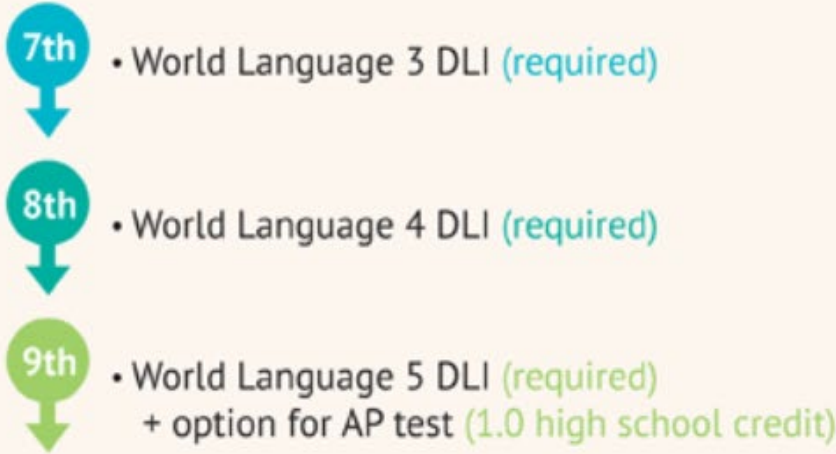
## Dual Language Immersion Instructional Time : Grades 4-5



Revised 03/22/17

Image: Utah Dual Language Immersion

# Utah DLI Secondary Pathway



## If AP test in 9th



## If AP test in 10th



A background image featuring a close-up of yellow and white flowers, likely daisies, with soft lighting and a shallow depth of field. The flowers are in the foreground, with some in sharp focus and others blurred in the background.

# Immersion Endorsement Programs at Utah Universities

**2010:** Utah State Office of Education asked universities to create DLI endorsement programs

## Required components:

- Foundations of Dual Immersion or Immersion Education (3 cr.)
- Content-Based Second Language Curriculum, Instruction, and Assessment (3 cr.)
- Second Language Literacy Development (3 cr.)
- Methods of Second Language Acquisition (3 cr.)
- Practicum or Student Teaching (3 cr.)

## Suggestion from the state:

- Colleges of humanities teach the foundations course
- Colleges of education teach the other courses (possibly existing TESOL courses)

**Also required of candidates:** World Language Endorsement in immersion language and an OPI rating of Advanced Mid or higher





# BYU's Program

Consider existing  
policies and programs

The image features a modern building with a large glass facade. In the foreground, there is a vibrant garden with various flowers, including purple, pink, and white blooms, and a large green bush. A semi-transparent teal box is overlaid on the right side of the image, containing the text 'BYU's DLI Minor Program' in white. In the bottom right corner, there is a small text credit: 'Image: Cherice Montgomery'.

# BYU's DLI Minor Program

Image: Cherice Montgomery

# BYU's Initial Endorsement Program

Renamed existing TESOL K-12 Spanish Bilingual Minor as DLI K-12 Teaching minor

Modify requirements as follows:

FLANG 300 Foundations of Dual Language and Immersion Education (3 cr.)

TELL 410 Second Language Acquisition (2 cr.)

TELL 420 Assessing Linguistically Diverse Students (2 cr.)

TELL 435 Developing K-12 Literacy in a Second Language (3 cr.)

TELL 445 Content-Based Language Instruction (3 cr.)

TELL 478R Practicum in Bilingual Education (3 cr.)

With three additional classes, students could also earn a TESOL endorsement





# Problems with the Initial Program

Philosophical differences  
(TESOL/WL)

Inflexible course sequence

Focus on needs of  
language minority  
vs. language  
majority students

Classroom language use  
(code-switching vs.  
clear separation)



# Design with the End in Mind





# Program Shift from Education to Humanities

- Separation of DLI and TESOL endorsement programs
- New courses created specifically for immersion ed.
- All courses taught by Humanities faculty





**FLANG 300: Foundations of DLI Ed (3)**

**FLANG 301: Content-based Curriculum,  
Instruction, & Assessment (3)**

**FLANG 302: Biliteracy  
Development in DLI (3)**

**CHIN/FREN/GERM/PORT/SPAN 377:  
Methods of Language Teaching (3)**

**FLANG 477 DLI K-12 Student Teaching (4)**

Image: DreamyArt

**Current  
Requirements for  
BYU's DLI K-12  
Teaching Minor**



# Program Learning Outcomes


- 1) Articulate theory and research findings about immersion education
- 2) Create, select, and modify curricular materials
- 3) Manage the classroom in the immersion language, making input comprehensible and providing opportunities for output
- 4) Implement content and language instruction and assessment







# Turn & Talk



What is your favorite thing about  
how YOUR program is structured?



# Planting Your Program





# **FLANG 300:**

## **Foundations of Immersion Education**

## **Learning Outcomes**



- 1) Discuss theoretical principles and research findings
- 2) Explain differences and similarities between programs.
- 3) Summarize key principles of second language learning
- 4) Discuss the social and political implications
- 5) Synthesize lessons that can be learned from dual language and immersion programs
- 6) DLI core instructional strategies



# Theoretical Grounding

*Are you planting your program in research-rich soil that nourishes instructional proficiency?*

- Home
- DLI Video Database
- Announcements
- Grades
- Syllabus
- Outcomes
- Modules
- BYU Library
- BYU Online Policies
- Support Services
- Rubrics
- New Analytics
- Discussions
- Assignments
- Quizzes
- Pages
- Files
- BigBlueButton
- Collaborations
- People
- UDOIT Cloud
- Microsoft Teams meetings
- Office 365
- Settings
- Library
- BYU Grievance Policy

# Theoretical Grounding

<p><b>WEEK 1</b> METHODOLOGY</p> <p>8/31- 9/1</p>	<p><b>WEEK 2</b> DLI PROGRAM MODELS</p> <p>9/1-9/7</p>	<p><b>WEEK 3</b> BILINGUALISM BENEFITS</p> <p>9/8-9/14</p>	<p><b>WEEK 4</b> UTAH DLI</p> <p>9/15-9/21</p>	<p><b>WEEK 5</b> UNIT 1 TEST</p> <p>9/22-9/28</p>
<p><b>WEEK 6</b> INDIGENOUS PROGRAMS</p> <p>9/29-10/5</p>	<p><b>WEEK 7</b> UNIT 2 PRESENTATIONS</p> <p>10/6-10/12</p>	<p><b>WEEK 8</b> COMPREHENSIBLE INPUT</p> <p>10/13-10/19</p>	<p><b>WEEK 9</b> STUDENT OUTPUT</p> <p>10/20-10/26</p>	<p><b>WEEK 10</b> CONTENT BASED INSTRUCTION</p> <p>10/27-11/2</p>
<p><b>WEEK 11</b> STRUGGLING LEARNERS</p> <p>11/3-11/9</p>	<p><b>WEEK 12</b> CLASSROOM MANAGEMENT</p> <p>11/10-11/16</p>	<p><b>WEEK 13</b> IN CLASS OBSERVATIONS</p> <p>11/17-11/23</p>	<p><b>WEEK 14</b> PUBLIC VIEW OF BILINGUAL EDUCATION</p> <p>11/24-11/30</p>	<p><b>WEEK 15</b> ADVOCACY &amp; EQUALIZING LANGUAGES</p> <p>12/1-12/7</p>

### Types of Corrective Feedback

- 1. **Explicit correction** – The teacher clearly indicates that the student’s utterance was incorrect, and the teacher provides the correct form.
- 2. **Recast** – without directly indicating the utterance was incorrect, the teacher implicitly reformulates or provides the correction
- 3. **Clarification request** – The teacher indicates the message has not been understood and that a reformulation is required
- 4. **Metalinguistic clues** – The teacher poses yes/no questions or comments that elicit a metalinguistic correction
- 5. **Elicitation** - The teacher directly elicits the correct form from the student by asking questions (not yes/no questions)
- 6. **Repetition** – The teacher repeats the error and adjust intonation to draw attention to it.



119 | Pts... / 15 | Student 1 | 10 | Autoplay Comments

- Student 2 (29:57) It is more helpful to provide student prompts that encourage self-correction because prompts are more explicit than a recast. The student knows they made a mistake with a prompt. With explicit correction, students did not have to think about what they did wrong. They didn't even get the chance. So, even though the student may want to remember the correction, there was no cognitive task that will help the information stick. For these reasons, prompts are more effective.
- Student 3 I totally agree with what you are saying, I didn't think about it before but that makes so much sense! The prompts really are a helpful way to be able to help students remember what mistake they made and be able to have the chance to correct it.

Text | Video | Audio | Upload | YouTube | Library

Add a text comment...

Characters: 0/500 | Timeline: Start Typing...

# Week 2 Overview - DLI Program Models



Due before class on Tuesday at 4:00pm

1. Overview of Dual Language Program Models Presentation

[2018 DLI chart.docx](#) ↓

2. Immersion Essential Characteristics Presentation

Week 2 Reading Reflection RR #1



## Readings

- Christian, D. (2010). Dual Language Education for English Language Learners. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*. Vol. II. NY: Routledge . [Christian \(2010\).docx](#) ↓
- Fortune & Tedick (2008), One-way, two-way and indigenous immersion: A call for cross fertilization. In T. W. Fortune & D. J. Tedick (Eds.) *Pathways to multilingualism: Evolving perspectives on immersion education* (pp.22-45). NY, NY: Multilingual Matters (**Pages 3-13 only**). [Fortune & Tedick \(2008\).pdf](#) ↓



## Additional Resources- Helpful but not required

Image: Ellen Knell & BYU

Home

DLI Video Database

Announcements

Grades

Syllabus

Outcomes

Modules

BYU Library

BYU Online Policies

Support Services

Rubrics

New Analytics

Discussions

Assignments

Quizzes

Pages

Files

BigBlueButton

Collaborations

People

UDOIT Cloud

Microsoft Teams meetings

Office 365

Settings

Library

# Dual Language Education

- A form of bilingual education where **academic content is taught through two languages** (students' own language and a new language)
- Characteristics:
  - At least half of instruction in a **second**, foreign, heritage, or indigenous language
  - Also, instruction in **majority** language
- **4 Goals:**
  1. **Grade-level academic achievement**
  2. **Bilingualism**
  3. **Biliteracy**
  4. **Multicultural competence**







**Two-Way  
Immersion**

**Heritage Language  
Immersion**

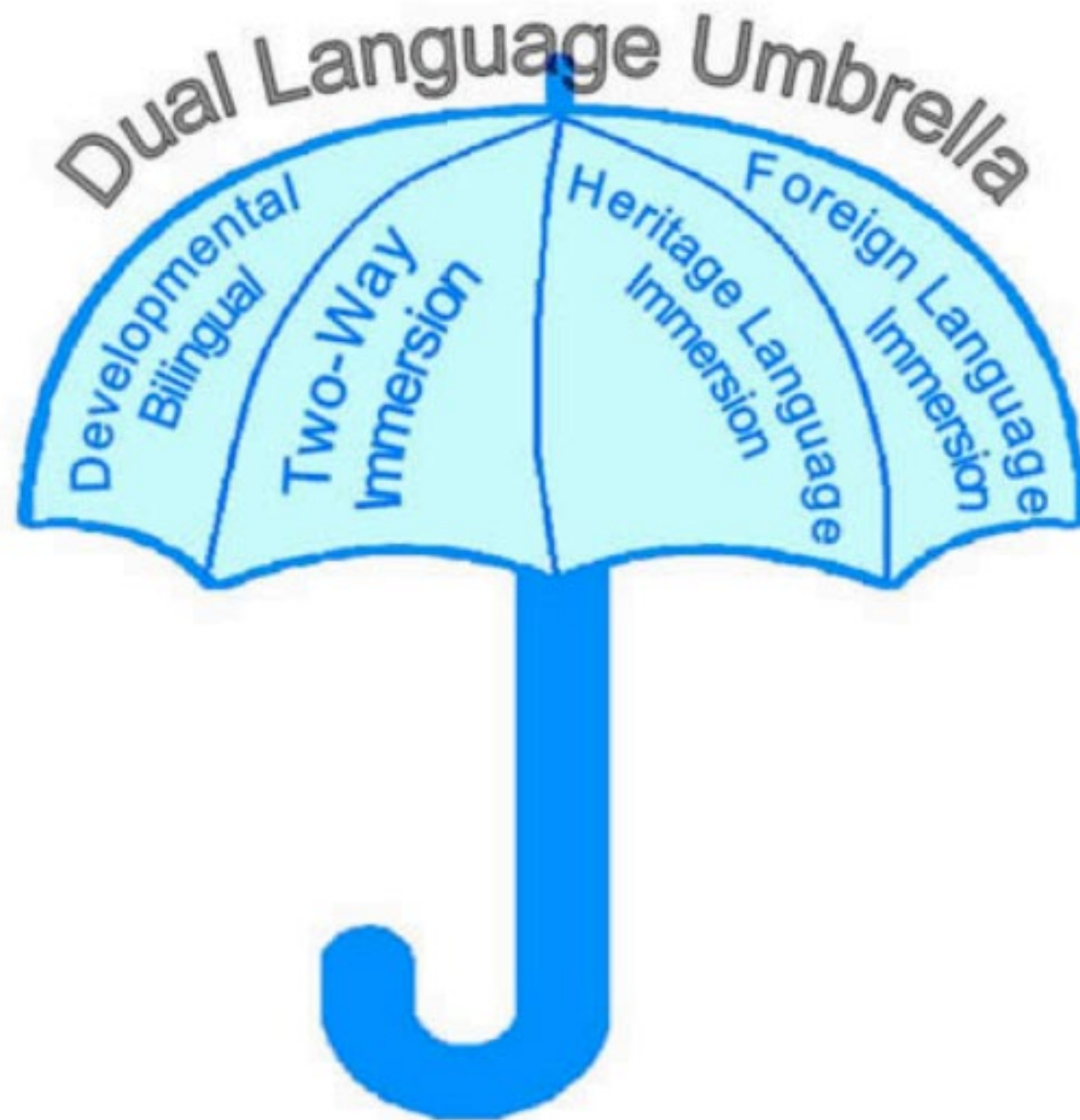
**Developmental  
Bilingual**

**Dual Language  
Program Models**

**Foreign Language  
Immersion**



Image: Victoria Borodina  
Source: Howard, E.R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, D.C. and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs* (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education. Diversity & Excellence.

Image: Karen Beeman



# Different Immersion Models: Distribution of Time and Languages

## When start:

Early immersion: Kindergarten or Grade 1

Delayed immersion: Grade 4 or 5

Late immersion: Grade 7

## Distribution of languages:

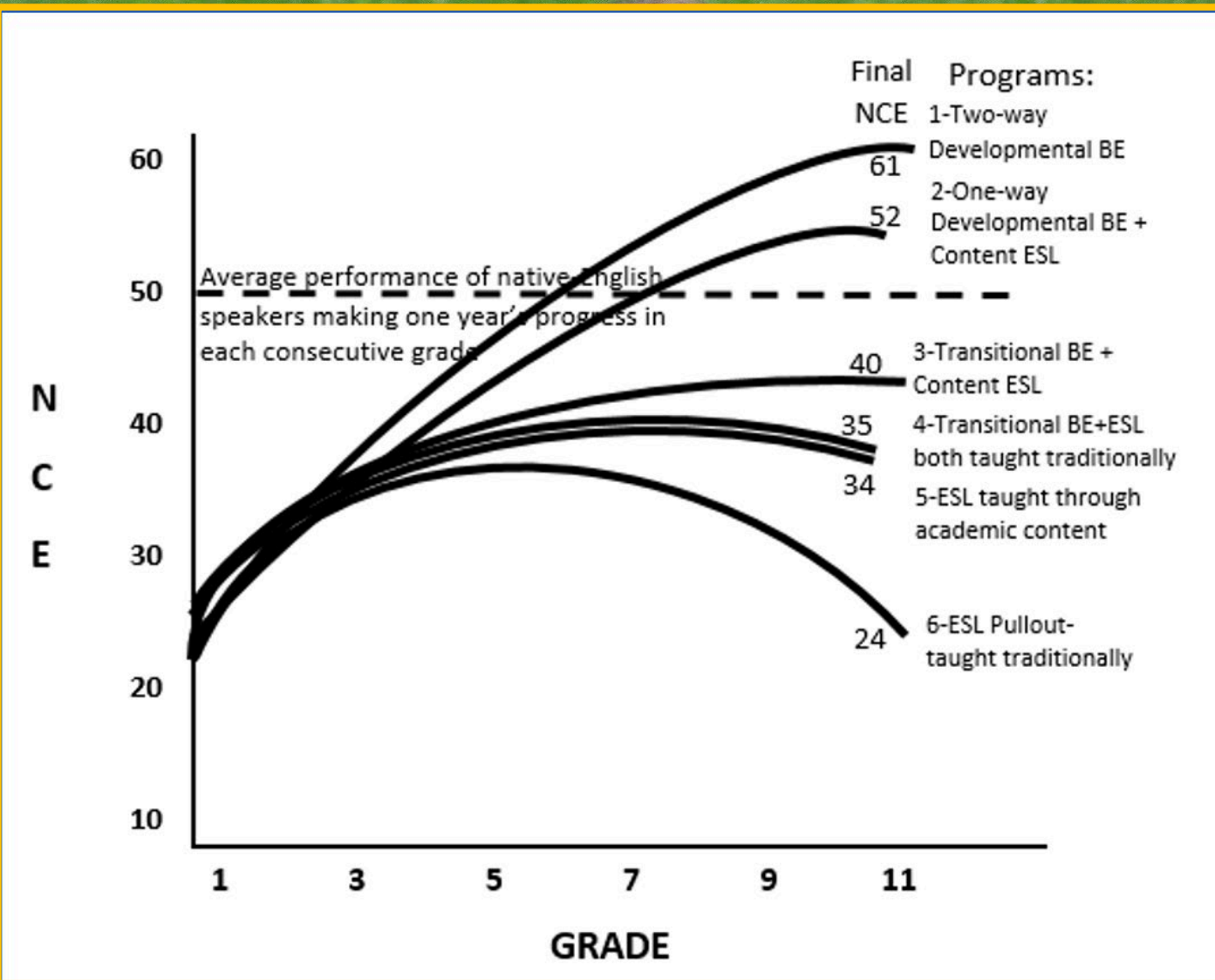
Total immersion model: 90% or more in the immersion language in early grades, transitioning to 50:50 by the end of elementary school

90:10 model: 90:10 in early grades, transitioning to 50:50

Partial immersion model: 50:50 throughout elementary grades



# K-12 English Learners' Long-Term Achievement on Standardized Tests in English Reading Compared Across Six Program Models



Thomas, W.P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.



# Seeds of a Successful Immersion Program (Diane Tedick / CARLA)

- 1) Teachers **proficient** in the immersion language
- 2) Adherence to specific **admission standards**
- 3) Clear and sustained **separation** of languages
- 4) Family and community **support** for majority language; home language support for minority language
- 5) **Parental involvement**
- 6) **High academic and linguistic standards**
- 7) **Strong** leadership team
- 8) Commitment to **additive bilingualism** and biliteracy





# DLI Core Strategies



## DLI Core Instructional Strategies Observation Protocol

School \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_ Class/Period \_\_\_\_\_ # Students \_\_\_\_\_  
 Observer \_\_\_\_\_ Part of Lesson (Beg, Middle, End) \_\_\_\_\_  
 Subject \_\_\_\_\_ Instructional Goal \_\_\_\_\_  
 Class Activity \_\_\_\_\_

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
---------------------	---	-----------------------	---	------------------	-----

Content & Language Objectives	Write, tally or check observed strategies	Rate
Content objective posted		4 3 2 1 0 N/A
Language objective posted		4 3 2 1 0 N/A
Content objective introduced to students		4 3 2 1 0 N/A
Language objective introduced to students		4 3 2 1 0 N/A
Students interact with objectives: <i>Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner</i>		4 3 2 1 0 N/A
Content objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Language objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Comprehensible Input	Write, tally or check observed strategies	Rate
Visual Support: <i>visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)</i>		4 3 2 1 0 N/A
Context: <i>preview material, activate background knowledge, graphic organizers, storytelling, songs and chants help connect new language with meaning.</i>		4 3 2 1 0 N/A
Adapted Language: <i>speech tempo &amp; complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples</i>		4 3 2 1 0 N/A



**Water with  
comprehensible  
input**



# COMPREHENSIBLE INPUT STRATEGIES

**VISUAL CUES**

**CONTEXT**

**LANGUAGE**



# How does this teacher make input comprehensible on the first day of Chinese DLI?



# Language Supports

Language Supports	Write, tally, or check observed strategies	Rate					
Use of sentence frames that are appropriate to the proficiency level of the students		4	3	2	1	0	N/A
Explicit vocabulary instruction in context: <i>Gallery walks</i>		4	3	2	1	0	N/A
Thematic & Function walls: <i>Science, math walls, verb wall, sequence word wall</i>		4	3	2	1	0	N/A

# Support Proficiency Growth with Sentence Frames & Graphic Organizers



# Sentence Frames

#2. Sentence Frames

先 20 再 2  
然后 3 最后 4

Oh, twenty is FIRST.

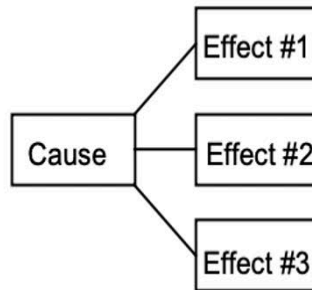
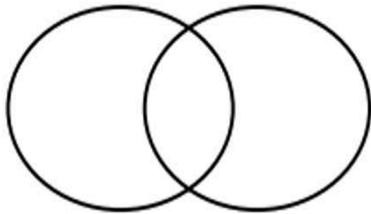
# #2. Sentence Frames



Oh, twenty is FIRST.

# Use Graphic Organizers

Venn Diagram



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**5 Paragraph Essay Outline**

Introduction

Thesis

Body Paragraph 1    Body Paragraph 2    Body Paragraph 3

Conclusion

Freeology.com - Free School Stuff

Skill - Story Mapping    Name \_\_\_\_\_

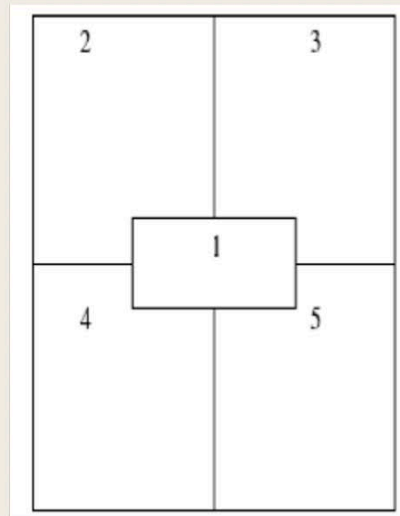
**Story Mapping**

Setting    Characters

Theme

Problem    Solution

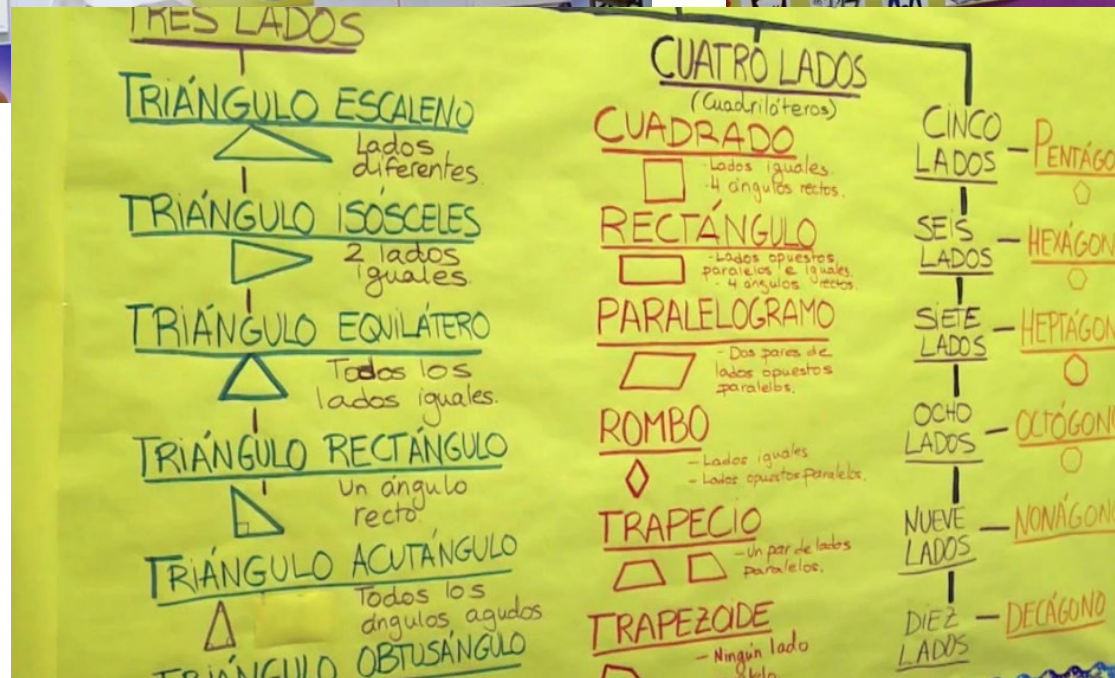
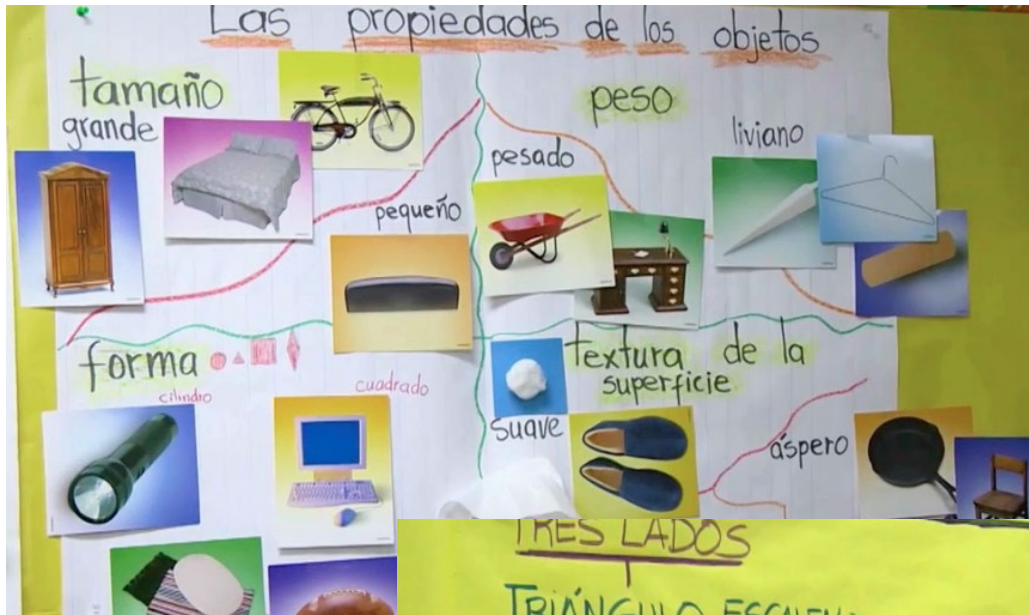
©www.HaveFunTeaching.com



<b>Definitions</b> To make visible something that was not necessarily visible before.	<b>Characteristics</b> Mixture of text, graphs, timelines, shapes, images and structure
<b>Examples</b> Mind map, timeline, sketchnote, word cloud and flowchart	<b>Non-Examples</b> Essay, podcast, newspaper report and song

**VISUALISATION**

# Word Walls



Images: Global Village Academy Videos. (2013).

[https://www.gvaschools.org/apps/pages/index.jsp?uREC\\_ID=241578&type=d&pREC\\_ID=video&showMore=1&titleREC\\_ID=47777](https://www.gvaschools.org/apps/pages/index.jsp?uREC_ID=241578&type=d&pREC_ID=video&showMore=1&titleREC_ID=47777)





**Do you check for comprehension,  
monitor growth,  
and fertilize with feedback?**





# Comprehension Checks (Engagement)

## Oral

- Choral responses
- Turn and talk
- Small group discussions
- Teach-teach
- Blow-it-in-your-hand
- Mirror/mirror

## Visual

- Gestures
- Hand signals (thumbs up/down, 1-3 fingers)
- Whiteboards
- Response cards

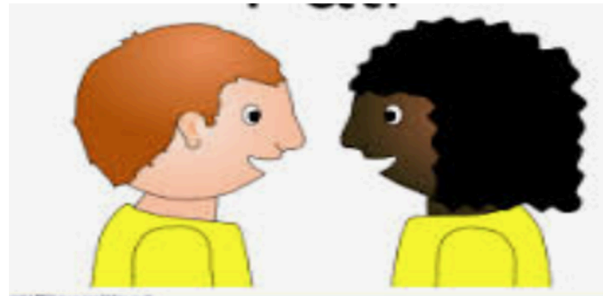
## Physical

- TPR
- Cornell note-taking
- Move to the answer (4 corners, opinion lines)



## Output-Activities Support Comprehensible Input

- **Think, Pair, Share** (turn and talk)
- **Survey Activity**
- Information Gap Activity
- Role Play
- Debate
- Fishbowl





Think-Pair-Share  
Turn and Talk

---








# Survey Activity

## Do you like.....? / Don't you like....?

Xi huan / Bu xi huan  
Survey Activity (Novice - 101)



(xie) xi huan / bu xi huan

	名字 Míng zì	名字 Míng zì	名字 Míng zì	名字 Míng zì
Ni xi huan _____ ma?				
Wo xi huan _____.				
Wo bu xi huan _____.				
 kan shu				
 kan dianying				
 pa shan				
 zu chuyou				
 Zuo fan				



# Information-Gap Activity

## University Student Population According to Year

A: Duōshǎo rén. 多少人

北京大学 Běijīng dàxué	上海大学 Shànghǎi dàxué	南京大学 Nánjīng dàxué
2017: 40,345	2017: _____	2017: 29,345
2018: 43,722	2018: 67,211	2018: _____
2019: _____	2019: 68,423	2019: 28,990
BYU Dàxué	西安达雪 Xī'ān dàxué	香港大学 Xiānggǎng dàxué
2017: 33,517	2017: _____	2017: 24,667
2018: 33,507	2018: 72,381	2018: 23,690
2019: _____	2019: _____	2019: _____

Information –  
Gap Activity



B: Duōshǎo rén. 多少人

北京大学 Běijīng dàxué	上海大学 Shànghǎi dàxué	南京大学 Nánjīng dàxué
2017: _____	2017: 66,032	2017: _____
2018: _____	2019: _____	2018: 27,908
2019: 43,555	2019: _____	2019: _____
BYU Dàxué	西安达雪 Xī'ān dàxué	香港大学 Xiānggǎng dàxué
2017: _____	2017: 71,440	2017: _____
2018: _____	2018: _____	2018: _____
2019: 32,678	2019: 70,983	2019: 22,038

# Fishbowl Activity



Form  
two circles.



# Fishbowl Activity

- 1) Form two circles.
- 2) **Inside circle:** Discuss the prompt.
- 3) **Outside circle:** Listen & take notes.
  - Tap a person in the circle.
  - Trade places.
  - Talk.
- 4) **Change places** and discuss a new prompt.
- 5) **In pairs:** Discuss the main conclusions reached.







**Think:** What are the challenges to a successful group activity?



**What are some possible solutions to the challenges raised about group work?**





Image: This is Zun

## How to Structure Successful Peer/Group Work

### Pre- Activity

- Model (Modeling cycle)
- Preload language students will use

### During Activity

- Monitor
- Notice mistakes. Discuss with class later

### After Activity

- Accountable (choose some students to present, assignments)



FLANG 300

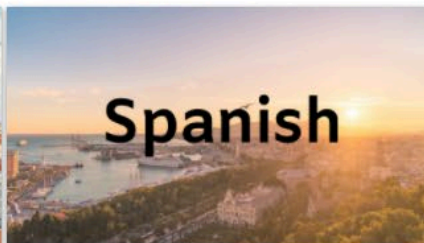
# DLI Video Database



Here you can watch videos of DLI classrooms in your language.



**Portuguese**



**Spanish**



**French**



**Chinese**



# **FLANG 301: Content-based Instruction**



# Flang 301: Content-based Instruction Learning Outcomes

1. Identify appropriate **objectives**
2. **Plan and scaffold** instruction
3. Select, design, and modify **curriculum**
4. **Differentiate** instruction
5. **Manage** the classroom
6. Implement formative and summative **assessment**



Winter 2022















# FLANG 301: Content-Based Instruction

Edit

- Home
- Syllabus
- Announcements
- Grades
- People
- BYU Library
- Google Drive
- Textbook IA Dashboard
- Multi-Tool
- Assignments
- Rubrics
- DLI Video Database
- New Analytics
- UDOIT Cloud
- Microsoft Teams meetings
- Office 365
- Discussions
- Collaborations
- Modules
- Outcomes
- BigBlueButton
- Quizzes
- Pages
- Files
- Settings

FLANG 301

Home Page

 <p><b>WEEK 1</b> THE WHAT AND WHY OF CBI</p> <p>1/3-1/6</p>	 <p><b>WEEK 2</b> CBI PRINCIPLES</p> <p>1/7-1/13</p>	 <p><b>WEEK 3</b> CBI CURRICULUM DEVELOPMENT</p> <p>1/14-1/20</p>	 <p><b>WEEK 4</b> CBI AND STUDENT LEARNING STRATEGIES</p> <p>1/21-1/27</p>	 <p><b>WEEK 5</b> LANGUAGE PROFICIENCY GUIDELINES</p> <p>1/28-2/3</p>
 <p><b>WEEK 6</b> CREATING CBI OBJECTIVES/LESSON PLANNING</p> <p>2/4-2/10</p>	 <p><b>WEEK 7</b> ACADEMIC LEARNING, VOCAB INSTRUCTION</p> <p>2/11-2/17</p>	 <p><b>WEEK 8</b> COUNTERBALANCED INSTRUCTION</p> <p>2/18-2/24</p>	 <p><b>WEEK 9</b> CULTURE IN THE DLI CLASSROOM</p> <p>2/25-3/3</p>	 <p><b>WEEK 10</b> ASSESSMENT IN DLI, PBL</p> <p>3/4-3/10</p>
 <p><b>WEEK 11</b> CLASSROOM MANAGEMENT</p> <p>3/11-3/17</p>	 <p><b>WEEK 12</b> DIFFERENTIATED LEARNING, STRUGGLING STUDENTS</p> <p>3/18-3/24</p>	 <p><b>WEEK 13</b> CBI PROJECT PRESENTATIONS</p> <p>3/25-3/31</p>	 <p><b>WEEK 14</b> CBI PROJECT PRESENTATIONS</p> <p>4/1-4/7</p>	

- Syllabus
- Help
- CBI Final Project
- Field Experience

# CBI Program Outcomes



Image: Klimkin

Students in immersion who have CBI have high language scores and content scores.

Immersion education is the most effective way to teach a language

Students score equal to or better than monolingual peers in subject areas

Thomas & Collier: 1-way and 2-way immersion models produce highest levels of English

Growing number of programs

Jobs obtained



# 7 Rationales for CBI



- 1) Incidental language acquisition through comprehensible input – **large amounts of language exposure** while learning content
- 2) **Contextualized** learning, relevant and purposeful
- 3) Increased opportunities to **use content knowledge** and expertise students bring to class
- 4) **Increased motivation**
- 5) **Cooperative learning**, experiential learning
- 6) Allows greater **flexibility**, adjust to meet students needs
- 7) **Student-centered**

# Curriculum, Unit, and Lesson Planning

Grade 5	Lesson: Magnets Part 3	Reference to English Interconnections Lesson Magnets and Compass Investigation pg. 177
Science Standard(s): Standard 3 Objective 2		
<p><b>Content Objective(s):</b></p> <p>Students will be able to create their own compasses and use them to demonstrate the effects of earth's magnetic field on a compass needle by participating in <u>a</u> experiment with a small group.</p> <p><i>I can create my own compass and use it to show how the earth's magnetic field moves a compass needle by participating in an experiment with a group of friends.</i> 能够做成指南针的模型，并用它做实验和组员一起来说明地球磁场是怎样使指南针的指针移动的。</p>	<p><b>Language Objective(s):</b></p> <p>Students will be able to explain how compasses work by discussing the compass experiment with a partner.</p> <p><i>I can explain how a compass works by talking about the compass experiment with a partner.</i> 能够通过实验和组员一起说明指南针工作的原理。</p>	
<p><b>Essential Questions:</b></p> <p><i>How do magnets attract and repel each other? What evidence do we have that Earth has a magnetic field?</i> 磁铁是如何相互吸引和彼此排斥的?我们如何知道地球有磁场?</p>	<p><b>Required Academic Vocabulary for Word Wall:</b></p> <p><b>Listen:</b> magnet, magnetic field, attract, north pole, south pole, compass, needle 听: 磁铁, 磁场, 吸引, 北极, 南极, 指南针, 指针</p> <p><b>Speak:</b> magnet, magnetic field, attract, north pole, south pole, compass, needle 说: 磁铁, 磁场, 吸引, 北极, 南极, 指南针, 指针</p> <p><b>Read:</b> magnet, magnetic field, compass, permanent, temporary, disc, scientific evidence, experiment 读: 磁铁, 磁场, 指南针, 永久的, 暂时的, 磁盘, 科学依据, 实验</p> <p><b>Write:</b> magnet, magnetic field, attract, repel, bar, horseshoe, disc, <b>ring</b>, similar, different, permanent, temporary, compass, needle 写: 磁铁, 磁场, 吸引, 排斥, 磁条, 马蹄铁, 磁盘, 环, 相似的, 不同的, 永久的, 暂时的, 指南针, 指针</p> <p><b>Sentence Frames:</b></p> <p>What is a compass? 指南针是什么?</p> <p>A compass is _____. 指南针是_____。</p>	




## NCSSFL-ACTFL CAN-DO STATEMENTS

# PROFICIENCY BENCHMARKS

**NOVICE**  
PROFICIENCY BENCHMARK

**INTERMEDIATE**  
PROFICIENCY BENCHMARK

### COMMUNICATION

	<b>NOVICE</b> PROFICIENCY BENCHMARK	<b>INTERMEDIATE</b> PROFICIENCY BENCHMARK
 INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
 INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

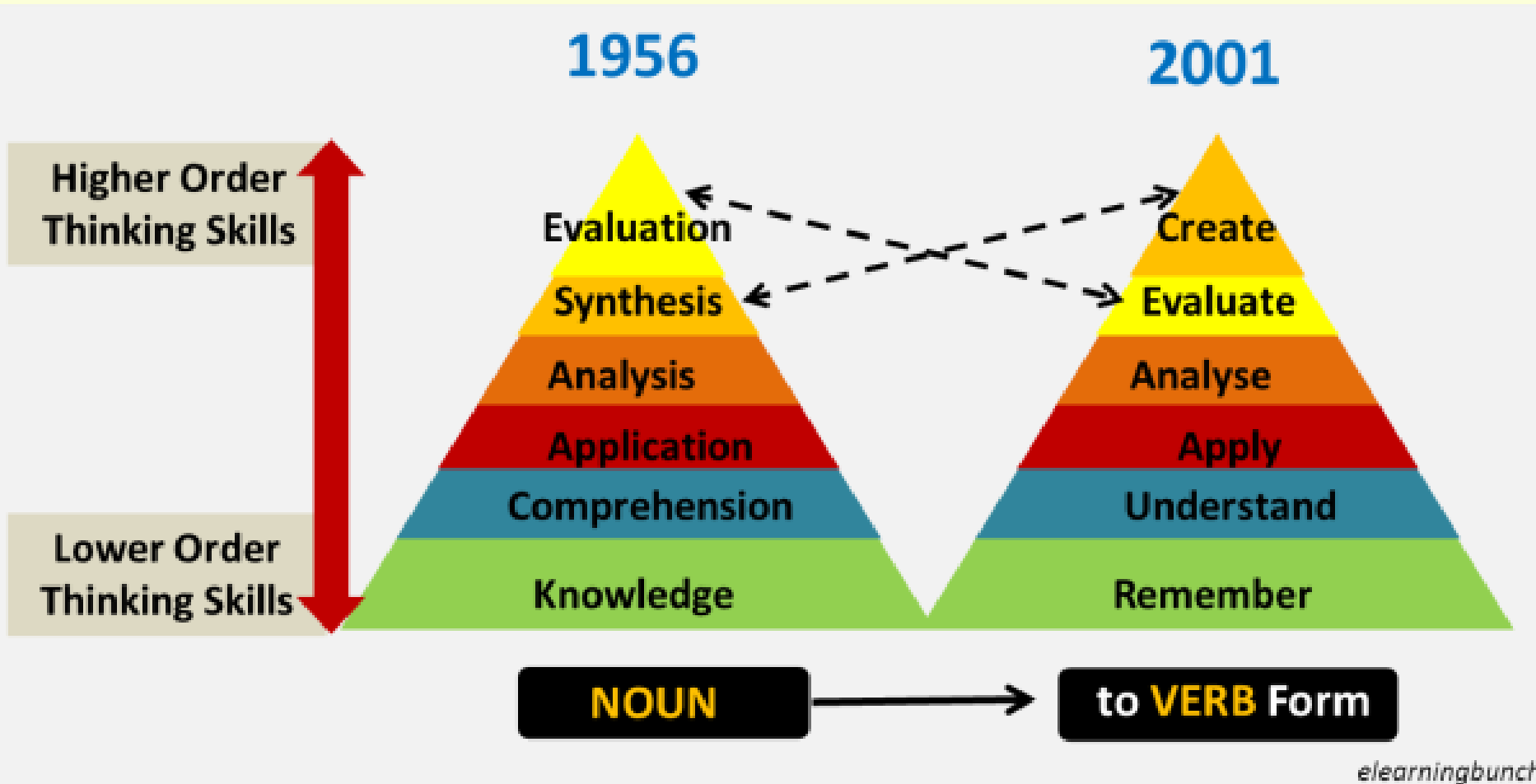



Image: E-learningbunch



# Counterbalanced Instruction for Grammar (*The CAPA Model*)

- Contextualization
- Awareness
- Practice
- Autonomy

(Tedick & Lyster, 2020)

## Week 10 Overview



### This Week: Assessment

#### Online:

**Summative Assessment Presentation** - *Don't do the homework at the end of the video presentation*

(Links are active in the PPT below)

Implementing the IPA with Success- Guest Presentation

Implementing the IPA PowerPoint

Project Based Language Learning (Dr. Montgomery)

Project Based Language Learning Example Chinese

**Watch Classroom Video** from the DLI Video Database and answer the following questions:

1. How did the teacher make input comprehensible?
2. Was culture taught? If so how?
3. How were the students assessed?

# Signals (Classroom Management)

- Clapping
- Counting
- Chants that students finish (language rich)
  - T: Yanjing, yanjing (eye, eye)
  - S: kan laoshi, kan laoshi (look at the teacher, look at the teacher)
- Teach/teach (break into pairs), Class/class (come back as a class)
- Culturally appropriate noise makers (chimes, maracas, gongs)
- Verbal reminders (time warnings)



# Helping Struggling Learners in L2 Classrooms



Based on: Fortune, T. W. (with Menke, M.). (2010). *Struggling learners and language immersion education*. Chapter 5 Minneapolis, MN: University of Minnesota.



# Academic Conversations

*Why are academic conversations important in immersion education?*


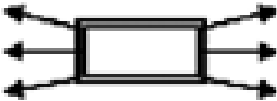

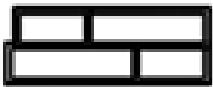




# Five Core Skills of Academic Conversations



1. Elaborate and Clarify
2. Support ideas with examples
3. Build on and/or challenge a partner's idea
4. Paraphrase
5. Synthesize conversation points

# Core Academic Conversation Skills

Features of Conversations (with symbols and hand motions)	Prompts for Using the Feature	Prompts for Responding
Come up with a worthy topic 	Why do you think the author wrote this? What are some themes that emerged in . . . ?	I think the author wrote it to teach us about . . . One theme might be . . .
Elaborate and clarify (pull hands apart) 	Can you elaborate? What do you mean by . . . ? Can you tell me more about . . . ? What makes you think that?	I think it means that . . . In other words . . .
Support ideas with examples (index finger on pinky of other hand, palm up) 	Can you give an example? Can you show me where it says that? Can you be more specific? Are there any cases of that?	For example . . . In the text it said that . . . One case showed that . . .
Build on or challenge another's idea (layer hands on each other and build up) 	What do you think? Can you add to this idea? Do you agree? What might be other points of view?	I would add that . . . Then again, I think that . . . I want to expand on your point about . . .
Apply/Connect (hook both hands together) 	So how can we apply this idea to our lives? What can we learn from this character/part/story? If you were . . .	In my life . . . I think it can teach us . . . If I were . . . , I would have . . .
Paraphrase and summarize (cup both hands into a ball) 	What have we discussed so far? How should we summarize what we talked about?	We can say that . . . The main theme/point of the text seems to be . . .

# Academic Language Activity



Look through the handout about the five core skills of academic conversations.



How could a teacher integrate these skills into the curriculum?



How could an instructor teach and help students apply these skills?



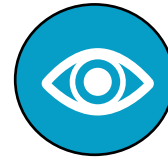
# Field Experience

Image: Jill Wellington

# Field Experience



**Placements in 5  
partnership districts**



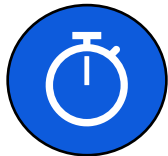
**One biliteracy  
lesson observation**



**Expectations for  
professionalism**



**One content  
lesson observation**



**5 hours for content  
5 hours for biliteracy**



**Help in the  
classroom**

# Field Report Form

## Dual Language Immersion Field Experience Report Form

Placement School \_\_\_\_\_ Name \_\_\_\_\_

**A**

Date	Number of Minutes	Teacher Initials

**B**

Signature of Host Teacher \_\_\_\_\_

TOTAL  
HOURS

**C**

Check off each activity you participate in during your field experience.

### Administration & Assessment Related to Instruction

- Administered an assessment
- Created a project or performance-based assessment
- Developed a rubric for a project or performance-based assessment
- Graded homework, quizzes, papers, student projects, or tests
- Learned the names of all of the students in the class or made a seating chart
- Took attendance or entered grades in the computer
- Was present for a parent conference.

### Preparation for Instruction

- Created bulletin boards, manipulatives, or props for class
- Developed a handout, quiz, test, or worksheet for class
- Learned to use or maintain computer software or lab equipment
- Photocopied papers or ran errands
- Prepared a PowerPoint presentation, website, or wiki for class
- Set up for an activity

### Content-Based Instruction

- Monitored small group work in the computer lab, language lab, or library
- Modeled or facilitated paired work, interactive activities, or learning stations
- Tutored students
- Led an activity your host teacher planned
- Led an activity you and your host teacher co-planned
- Led an activity you planned
- Conducted large portions of a lesson
- Taught a whole lesson
- Other: \_\_\_\_\_

DU Bilingual Field Experience • 2022-2023 •

Adapted from various sources by Suzanne Kauer, Cherice Montgomery, & Ellen Kneil

Images: Bryce Purcella & Cherice Montgomery



# Hannah Gilman

Spanish Teaching  
Major

Dual Language  
Immersion Minor

Will be joining  
Granite Schools  
for her first year  
of teaching  
next year





# Talia A. Casares

**Brigham Young University**  
Current MA Student in  
Spanish Pedagogy

4th grade DLI Teacher at  
North Sanpete school  
district in Utah.

Email:

[casares.talia5@gmail.com](mailto:casares.talia5@gmail.com)





Email: [casares.talia5@gmail.com](mailto:casares.talia5@gmail.com)

Started working as a 4th grade DLI teacher

STEM endorsement

Expected graduation



Born and lived in Mexico

Graduated from BYU: Spanish teaching/DLI/ TESOL

Technology endorsement

Started a Spanish Pedagogy M.A. at BYU

**BREAK: 10 minutes**



**Model what you  
want to see**

**Put preservice  
teachers in the  
learners' shoes**



# **FLANG 302: Biliteracy Development in Immersion Classrooms**



# Biliteracy Course Content

- 1) Initial literacy development
- 2) Selecting authentic texts
- 3) Lesson Planning
  - The 3 Phases of Reading
  - Pre-reading (activate prior knowledge & experiences, build oracy, create schema)
  - During reading (stories, sims, STEM)
  - Post-reading (academic language, counterbalanced instruction, cross-linguistic transfer, and writing)
- 4) Scaffolding for struggling learners
- 5) Supporting students with special needs
- 6) Assessment

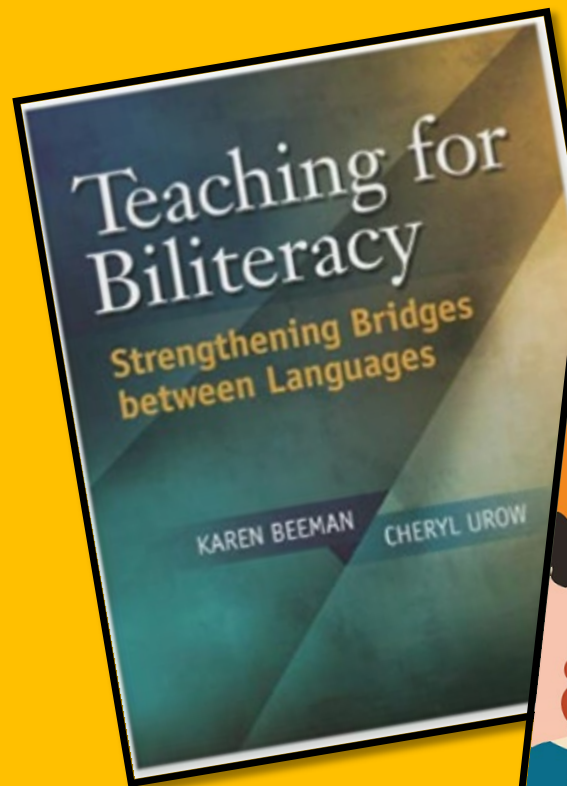


# Finding High Quality Texts

Accessible

Theoretical

Practical



Images: ACTFL; Karen Beeman & Cheryl Urow; Alfred Kenneally



# Cross-pollinate: Theory & practice





# Academic Vocabulary



## Biliteracy Online Grab-a-Word Activity

### Instructions:

- 1) Listen to the clue.
- 2) Find the term described.
- 3) Use the STAMP tool to "grab" the box:

- ✓ = I **know** this term
- ★ = I have an **example** of this term
- ➔ = I have an **experience or story** about it

### Example:

minimal pairs



academic language	biliteracy	bridging	code-switching	cognates
constructivist approach	contrastive analysis	cross-linguistic transfer	discourse community	environmental print
genre	language supports or scaffolding	metalinguistic awareness	minimal pairs	monolingual perspective
multilingual perspective	morphology	pedagogical strategies	phonemes	phonology
register	separation of languages	semantics	sequential bilingual	simultaneous bilingual
social language	syntax	ELD	ELL	SNS

# Biliteracy Grab-a-Word



environmental  
print

academic  
language

funds of  
knowledge

multilingual  
perspective

# Chinese Grab-a-Word

## Multiple Representations



鸡肉 jī ròu



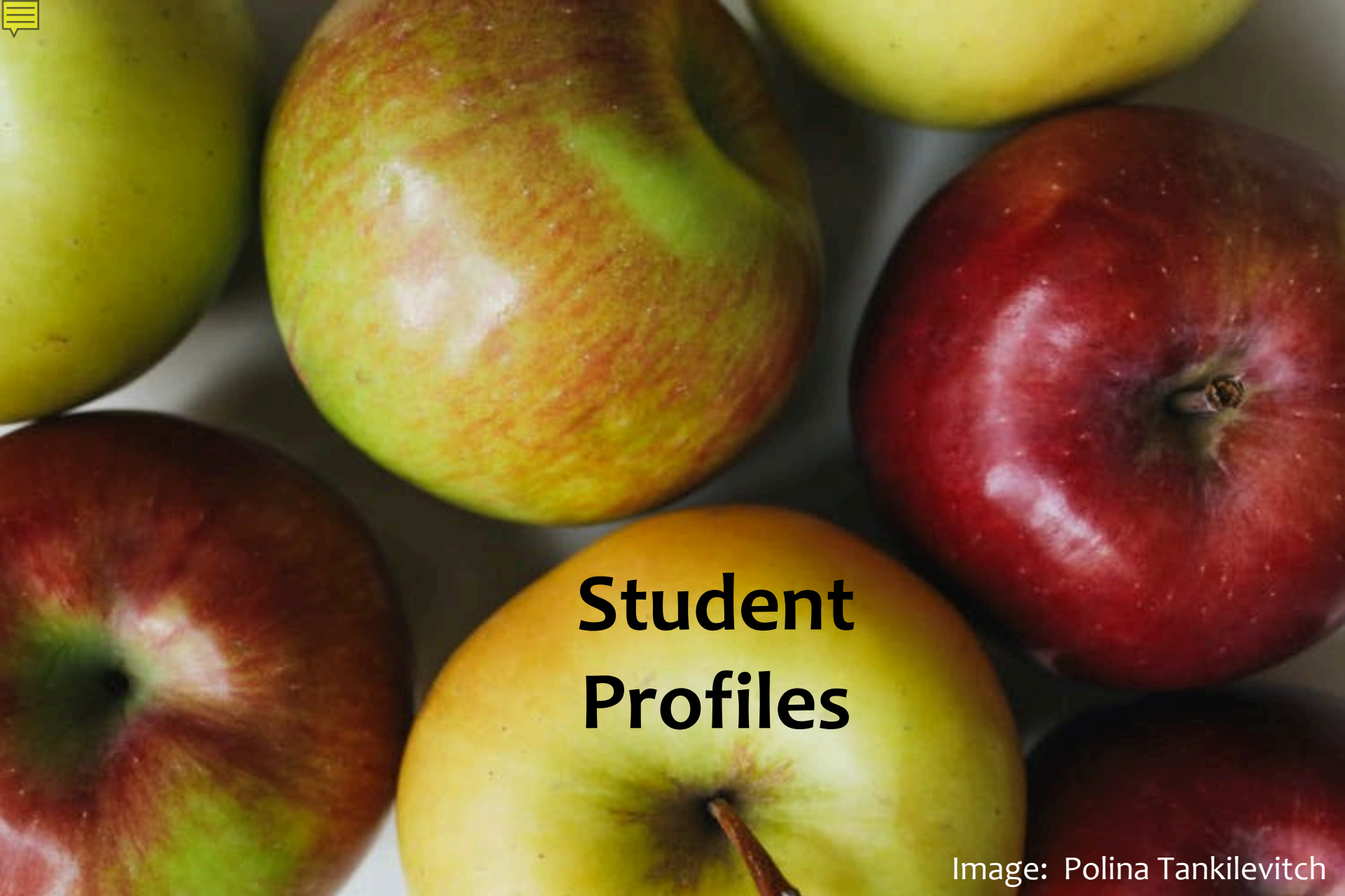
牛肉 niú ròu



猪肉 zhū ròu

# Critical Thinking





# Student Profiles

Image: Polina Tankilevitch

***My apple is like an immersion student because...***



### BOX 3.1. Sample Teacher Self-Reflection Survey

	Strongly agree		Strongly disagree	
<b>PROFESSIONAL DEVELOPMENT BACKGROUND</b>				
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.	4	3	2	1
2. I know and understand the factors that affect literacy development.	4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.	4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.	4	3	2	1
5. I feel comfortable teaching literacy in Spanish.	4	3	2	1
6. I have the materials I need to teach literacy in Spanish.	4	3	2	1
7. I understand how differences in student cultural, linguistic, and socioeconomic backgrounds affect literacy development.	4	3	2	1
8. I understand how to differentiate literacy instruction to meet individual student needs.	4	3	2	1
9. I understand how oral language development influences literacy development.	4	3	2	1
10. I understand how children develop biliteracy and how the two languages intersect.	4	3	2	1
11. I know how to use formative and summative assessments to inform teaching and for communication to other stakeholders.	4	3	2	1
<b>LINGUISTIC AND CULTURAL BACKGROUND</b>				
1. I am orally fluent and literate in Spanish.	4	3	2	1
2. I have a college-level command of oral and written academic Spanish.	4	3	2	1
3. I have the Spanish academic language required to teach any subject matter for which I am currently responsible.	4	3	2	1
4. I have access to the resources necessary to develop the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
5. I feel most comfortable speaking and writing in Spanish in academic situations.	4	3	2	1
<b>AWARENESS OF STUDENT BACKGROUND</b>				
1. I know the country of origin of all my students or of his or her parents.	4	3	2	1
2. I have assessed the oral language use of all my students in both English and Spanish.	4	3	2	1
3. I have assessed the literacy skills of all my students in both English and Spanish.	4	3	2	1
4. I understand the cultural and linguistic backgrounds of all my students' oral language use, even when they speak in English or from "conventional" Spanish.	4	3	2	1
5. I understand the cultural and linguistic backgrounds of all my students' written language use, even when they write in English or from "conventional" Spanish.	4	3	2	1

Teacher Profiles

# INSTRUCTIONS:

1) **FORM** a group of 4.

2) **CHOOSE** a role:

- \* Elena
- \* Kelly
- \* Monica
- \* Susan

3) **READ** your part.

4) **OBTAIN** discussion questions from the teacher.

5) **DISCUSS** the questions with your group.

## Reader's Theater:

### *The Birth of a Biliteracy Professional Learning Community*

**CONTEXT:** As part of a district-wide initiative, four teachers have been asked to come together to represent teachers teaching for biliteracy. The initiative asks for representation of different stakeholders on a PLC that will focus on collaboration among teachers.

This meeting's agenda is to have the teachers get to know each other, identify strengths and weaknesses in the current program (including differentiated instruction and quality of materials) and to come ready to share ways these four specific teachers can collaborate together.

*Susan begins the meeting by saying:*

**SUSAN:** Okay, we have about an hour to cover all this material. I guess we should begin by

## DISCUSSION

At your tables, discuss the following:

- What are the strengths of each of these teachers
- What are their challenges?
- Who are you most similar to?
- What needs to be in place in order to create a collaborative environment of trust, flexibility, and a shared vision?


How would each of these four teachers address the following principles of teaching for biliteracy, and how could we support them in doing so?

- It is important to respect and value student's home and community language.
- It is important to provide students with good academic language models in the classroom.
- Teachers who plan their language use beforehand are better models of academic language
- In the classroom, new skills and information are introduced through strategies that both make the information highly comprehensible and that explicitly build oral academic language in anticipation of reading and writing.

# The True Colors of Personality




**Connectors:**  
Relationship-  
oriented



**Thinkers:**  
Knowledge-  
oriented



**Planners:**  
Responsibility-  
oriented



**Movers:**  
Action-  
oriented



# The Three Sociolinguistic Premises

## “Look For” Partner Activity

**Instructions:**

- 1) Find a partner.
- 2) Review each premise.
- 3) Read each instructional implication.
- 4) For each column, list examples from your practicum.

**Premise 1:** Spanish in the U.S. is a **minority language** within a **majority culture**.

**Instructional Implication 1:** Therefore, we need to raise the status of the immersion language within the school, the classroom, and the school community.

Elevating the Immersion Language in the School	Elevating the Immersion Language in the Classroom	Elevating the Immersion Language in Instruction

# Sorting Activities

1:27

Students regularly read culturally authentic texts in the immersion language (rather than translations from English).	Immersion teachers speak the immersion language with each other, even when students aren't present.	U.S. Spanish is respected and viewed as an opportunity for metalinguistic analysis.	Instruction focuses on moving from informal language to formal language.	Student writing reflects how they speak. It is not "monolingual-like."	Students receive explicit instruction in cultural norms in both languages.
Assessments encourage students to take advantage of all their linguistic resources across languages.	Staff includes immersion-speaking role models and guests when planning assemblies, career days, etc.	Students are provided biliteracy instruction.	Language arts lessons are appropriate for the immersion language (e.g., focus on radicals in Chinese or syllable segmentation in Spanish).	Signage, announcements, and communication home are done in both English and the immersion language.	Word walls highlight the "tricky characters or letters."
Immersion teachers continually develop their academic TL and academic English.	Oral language development is a key goal in both languages.	Students compare and contrast the immersion language and culture with their own.			

1: The immersion language is a minority language within a majority culture.

Display and promote all the home languages represented.	

2: Students use all of languages in their linguistic repertoire to develop literacy.

Students look for language patterns in both languages.	

3: The immersion language and English are governed by distinct linguistic rules and cultural norms.


Submit Answers

## The Three Sociolinguistic Premises Sorting Activity

by Seprofesora

+ Add tags

Edit Content Set Assignment Embed More

Share

# Syllabication Sorting Activity in Spanish

**Classificando Palabras de Acuerdo al Número de Palabras**

**Hoja del Estudiante**

Nombre: \_\_\_\_\_ Fecha \_\_\_\_\_

Instrucciones: Escribe las palabras en cada columna de acuerdo al número de sílabas.

1	2	3	4

© 2013 University of Texas System/Texas Education Agency  
Special thanks to Ms. Desirée Pallas and  
Ms. Jeanette Rangel, Teacher, Smith Elementary School, Del Valle ISD

morado	azul
blanco	café
amarillo	gris

[https://meadowscenter.org/files/resources/Spanish\\_Center\\_Counting\\_Syllables.pdf](https://meadowscenter.org/files/resources/Spanish_Center_Counting_Syllables.pdf)

Image: University System of Texas/Texas Education Agency

# Sorting Activities



Flamingo



Rockhopper Penguin



Emu



## WADING BIRDS

Large pink wading birds which live in huge colonies

Ibises bills are sensitive enough to let them feel their target

## PENGUINS

Super swimmers using their wings as flippers

Their coats are waterproof with oil and thick fat so they can survive in -60C temperature.

## OSTRICHES / EMU

Biggest living bird

Have two toes on each leg

Big flightless bird



# Biliteracy Course Content

1) Initial literacy development

2) Selecting authentic texts

3) Lesson Planning

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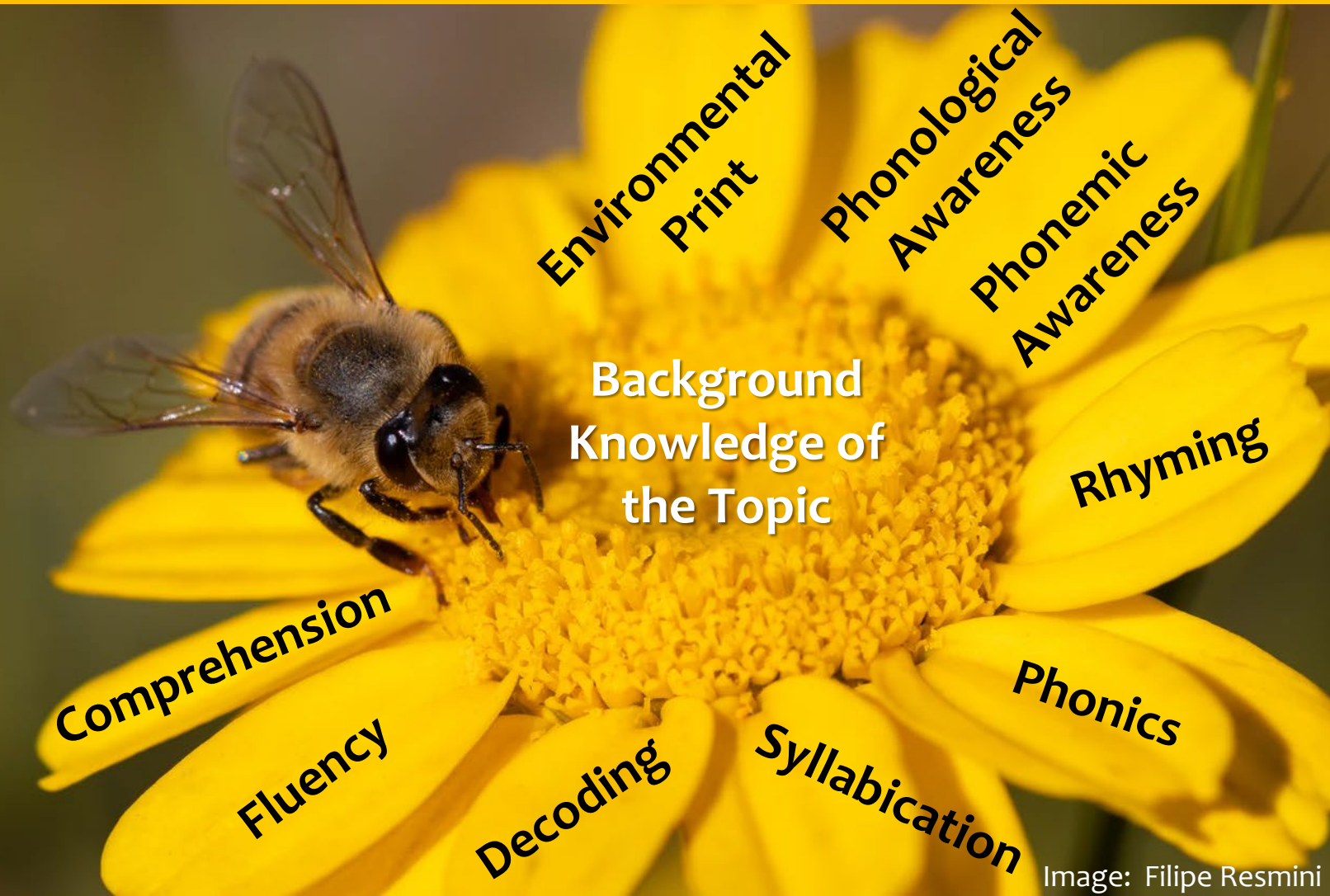
4) Scaffolding for struggling learners

5) Supporting students with special needs

6) Assessment



# Initial Literacy Development



# Initial Literacy Development



a abelha



a avião



a aranha

**Que palavras você consegue pensar que começam com A?**



Use seu dedo mágico para escrever esta letra

# Rhythm Sticks

**abeja**



# Rhythm Sticks

**a-b e-j a**

# Rhythm Sticks

**flor**

# Rhythm Sticks

**flor**

# Rhythm Sticks

**p o l e n**

# Rhythm Sticks

**po-len**

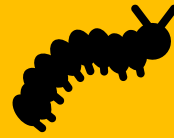
# Rhythm Sticks

**zum-bi-do**

# Rhythm Sticks

**zum-bi-do**

Qual inseto é uma abelha?



O que as abelhas comem?



a madeira



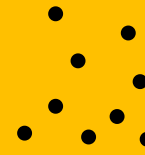
as flores



o mel



o néctar



o pólen



as pedras

Como as abelhas se comunicam?



a música



o som



a dança



falar



as asas

**Scaffold CHECKS FOR COMPREHENSION**  
with **choices**



# Graphic Organizers for Assigned Readings

## THE IMPORTANCE OF PHONICS

Phonics instruction helps children learn relationships between letters and sounds.

Phonics instruction helps children understand the alphabetic principle (predictable relationships).

WRITTEN → MENTAL → SPOKEN

### PHONIC INSTRUCTION IS EFFECTIVE WHEN...

EXPLICIT    SYSTEMATIC    VARIED

Teachers are provided with, and provide precise directions.

Carefully chosen set of letter-sound relationships in logical sequence.

A wide variety of activities: words, sentences, stories.

### IN A WORLD LANGUAGE CLASSROOM...

- USE WHAT STUDENTS ALREADY KNOW.
- USE APPROPRIATE TEXTS.
- PROVIDE SYSTEMATIC INSTRUCTION.
- EMBED INSTRUCTION IN MEANINGFUL CONTEXTS.

REGONITION    SPELLING    READING    COMPREHENSION

## TEXT COMPREHENSION INSTRUCTION

Purposeful Readers- gather information to complete a specific task or for personal gain

Active Readers- Think and make sense as they read. Use experiences & knowledge of the world to construct meaning

Strategies: Monitoring, Graphic organizers, Answer/Generate Questions, Recognize Story Structure & Summarize

Strategies can be taught through: Explicit Instruction, Cooperative Learning, Flexibly & in Combination.

Additional Research-Supported Strategies: Prior Knowledge & Mental Imagery

PUT READING FIRST, CHAPTER 5

reference: National Institute for Literacy, The Partnership for Reading Ana Victoria Madrigal

## WORD STUDY AND INITIAL LITERACY INSTRUCTION IN SPANISH (NOT ENGLISH)

- Syllables**
  - syllables before phonemes
  - oral syllable awareness
  - auditory syllable awareness
- Vowels & Consonants**
  - strong & weak vowels
  - vowel combinations
  - consonants
- Alphabet & Initial Sounds**
  - letter sounds not names
  - word wall organization: tricky letter sounds not alphabetical
- Sight Words & Spelling**
  - spelling focuses on phonology
  - decoding is regular not a barrier
- Rhyming & Word Families**
  - word families: roots (flor-florería-florero) not rhymes (bat, cat, sat)
- Accent & Accent Marks**
  - orthographic: stressed syllable
  - diacritic: different meaning
  - critical to write & understand

TEACHING FOR BILITERACY, CH. 9, BEEMAN & UROW

Image: Nathan Richardson

Image: Ana Victoria Madrigal

Image: Emilee Guerrette

# Graphic Organizers for Assigned Readings

## WORD WALLS

*In a Spanish Dual  
Language Immersion  
Classroom*

Putting up word walls in a DLI classroom helps students because it gives them a visual element to use while they are learning the language. These word walls are different in every grade but build upon each other. Below are ideas of how to create a word wall for each grade.

### **Kindergarten**

- How syllables join to make words
- Words that compare "b" and "v"
- Words with articles

### **First Grade**

- High-frequency words that are misspelled
- Words that begin with a silent "h"
- Word families

### **Second Grade**

- Contractions and common blends
- Frequently-used words in writing
- Gender and number agreements

### **Third Grade**

- Contrast English and Spanish
- Homophones
- Syntax
- Cognates

### **Fourth Grade**

- Compound words
- Color-coded words that are spelled the same but pronounced differently.

### **Fifth Grade**

- More cognates
- Study of morphology
- Compare and contrast English and Spanish syntax

Adapted from *Teaching for Biliteracy, Strengthening Bridges between Languages* by Beeman and Urow, Chapter 9.

### ASSIGNMENT INSTRUCTIONS

- 1) Select a chapter from *Put Reading First*.
- 2) Read the chapter.
- 3) Prepare a 5-minute presentation that “teaches” the key content from the chapter to your colleagues.
- 4) Be sure to provide concrete examples in the immersion language.
- 5) Provide pedagogical strategies reinforcing/practicing your topic in a dual language immersion class.

### SAMPLE PRESENTATION OUTLINE

Chapter: I chose Chapter \_\_\_\_\_.

Topic: The chapter addresses....

Purpose of the Chapter: The primary purpose of this chapter is....

Relevance to World Language Education: This concept is important in immersion education because....

Key Content: The key ideas you need to know include....

Examples: Here are several concrete examples of this...

Pedagogical Strategies: Some strategies you can use to integrate these ideas into your classroom include...

### EVALUATION CHECKLIST

Topic	The topic of the chapter is clearly stated.	Y	N
Chapter Purpose	The primary purpose of the chapter is clearly identified.	Y	N
Relevance to WL Education	The ways that the chapter applies in a dual language immersion classroom are explicitly stated.	Y	N
Key Content	Main ideas from the chapter are presented clearly, systematically, and in a way that progressively builds understanding.	Y	N
Examples	Common, language-specific examples of the concepts and principles explained in the chapter are provided.	Y	N
Pedagogical Strategies	At least three concrete, practical strategies for integrating the concepts and principles from the chapter into dual language literacy lessons are provided.	Y	N
Scaffolding & Visual Support	The presentation provides scaffolding, including visuals, that support comprehension, learning, and memory of content.	Y	N

# Professional Development Video

# Making learning fun

By catherinebowman00 | Updated: Oct. 29, 2020,  
2:35 a.m.

Slideshow  Video

**Core instructional strategies for your Spanish DLI students!**

INSERT LOGO

PRO+

PRO+

CREATED USING POWTOON

0:02/1:48

# Target Language Tips

By silke.schnebly | Updated: Oct. 30, 2020, 12:42 a.m.

Slideshow  Video



**10 TIPS TO**  
improve target language  
use in the classroom

0:05/1:54 | POWTOON

Video: Silke Schnebly at <https://www.powtoon.com/online-presentation/enzjfnVhhKS/>

## Bottom-up Bilingual Activity Plan

Name: \_\_\_\_\_

A) Choose a content area from the [Utah Core Standards](#):

- [Math](#)
- [Science](#)
- [Social Studies](#)
- [Other \(secondary DLL see CTE and fine arts\)](#)

B) Select content and language objectives for your lesson:

- Content objective (content knowledge/skills): Students will...
- [Language arts](#) objective (the bottom-up skill): Students will...

C) Write can do statements for learners:

- Content: I can \_\_\_\_\_
- Language: I can \_\_\_\_\_

D) Write activity instructions:

**PRE-ACTIVITY** (How will you **activate learners' prior knowledge & experiences?**)

Pre-Activity Instructions (in the immersion language):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**DURING ACTIVITY** (How will you **actively engage learners in developing phonemic awareness, phonological awareness, and other bottom-up skills?**)

Bottom-up Activity Instructions (in the immersion language):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**POST-ACTIVITY** (How will you **assess** whether learners **CAN DO** the language and content objectives of this activity?) Hint: See Beeman & Urow, Ch. 9, pp. 128-131.

Post-Activity Instructions (in the immersion language):

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

E) Prepare materials necessary to "teach" the activity.

# Biliteracy Course Content

1) Initial literacy development

2) Selecting authentic texts

3) Lesson Planning

- The 3 Phases of Reading
- Pre-reading (activate prior knowledge & experiences, build oracy, create schema)
- During reading (stories, sims, STEM)
- Post-reading (academic language, counterbalanced instruction, cross-linguistic transfer, and writing)

4) Scaffolding for struggling learners

5) Supporting students with special needs

6) Assessment





**What kinds of texts do learners like?**

Image: L Moonlight





**Ads**



**Children's  
Books**



**Comics**



**Infographics**



**Interviews**



**Magazines**



**Memes**



**Newscasts**



**Newspapers**



**Plays**



**Poems**



**Shorts**



**Songs**



**Stories**



**Videos**

Images: Beverly Buckley, Karin Herzog, Kito32, Maja7777, Vitoria Murakami Olyntho, Rene Rauschenberger, Romewo, Stux, Atiqur Sumon, Regina Woelk, Thomas Wolter, Zorro4, 8926

## Abelhas Sem Ferrão do Brasil

Cerca de 250 espécies de abelhas sem ferrão de diferentes cores e tamanhos estão descritas no País. Aqui, reunimos uma pequena parte da riqueza desses lindos insetos.



lambe-olhos, mirim  
*Leurotrigona muelleri*



*Trigonisca nataliae*



mirim-preguiça  
*Friesella schrottkyi*



mirim  
*Plebeia droryana*



*Celatrigona longicornis*



irai  
*Nanotrigona testaceicornis*



jatai  
*Tetragonisca angustula*



jatai-da-terra  
*Paratrigona lineata*



olho-de-vidro  
*Trigona pallens*



guira, guiruçu, mombuca  
*Geotrigona mombuca*



boca-de-sapo  
*Partamona helleri*



canudo, tubuna  
*Scaptotrigona bipunctata*



jatai-preta  
*Scaura longula*



caga-fogo, tataira  
*Oxytrigona tataira*



mombuca carniceira  
*Trigona hypogea*



manuel d'abreu,  
marmelada  
*Frieseomelitta varia*



iratim, limão  
*Lestrimelitta limao*



*Trigona pellucida*



abelha-cachorro,  
arapuá, irapuá  
*Trigona spinipes*



guaxupé, xupé  
*Trigona hyalinata*



guiruçu, iruçu,  
iruçu-do-chão  
*Schwarziana quadripunctata*



manduri  
*Melipona marginata*



mombucão  
*Cephalotrigona capitata*



jandaira  
*Melipona subnitida*



guaraipo, guarupú  
*Melipona bicolor*



mandaia  
*Melipona quadrifasciata*



tujuba, tujuva,  
uruçu-amarela  
*Melipona rufiventris*



jandaira-amarela,  
uruçu-boca-de-renda  
*Melipona seminigra*



tiúba, uruçu-cinzenta  
*Melipona fasciculata*



uruçu, uruçu-nordestina,  
uruçu-verdadeira  
*Melipona scutellaris*

**Créditos:**

Lestrimelitta limao: Coleção Entomológica "Prof. J.M.F. Camargo" (RPSP), FFCLRP/USP. Foto: Anne M. Costa; Trigona spinipes: Coleção de Abelhas do Museu de Ciências e Tecnologia da PUCRS. Foto: Kelvin Hohl; Melipona scutellaris: Fátima Freitas de Oliveira; Outras fotos: Kátia Aleixo

# Cultural Authenticity:

Texts produced by speakers of the target language community for speakers of the target language community about things that matter in target language communities

(children's books, infographics, magazines, music, newscasts, poems, video shorts)

## Infographic



## Cultural Authenticity:

CONHEÇA NOSSAS ABELHAS SEM FERRÃO BRASILEIRAS!!

[0:10 – 1:05]



Video: Meliponario Zaminato

# Le mystère du miel bleu



Image: Superbenjamin (Wikipedia)

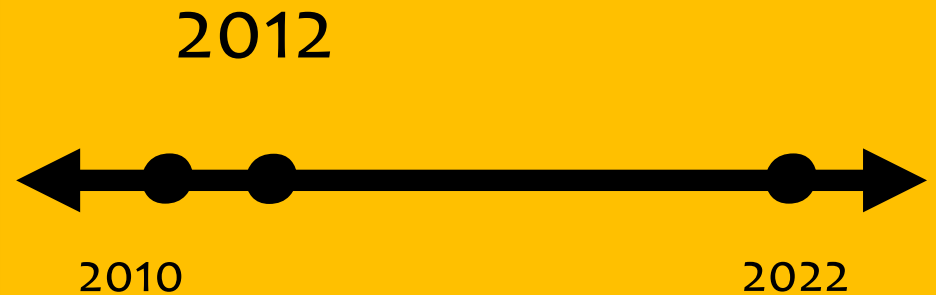


Image: Memyselfaney



# Look for a **SWEET** authentic text that...

- **S**implifies complex content through formatting, images, or animations
- **W**ill be easy to see and hear
- **E**licits academic content language
- **E**ngages learners cognitively, emotionally, or visually
- **T**argets specific language patterns



Image: Scozy

# Biliteracy Course Content

1) Initial literacy development

2) Selecting authentic texts

3) **Lesson Planning**

- The 3 Phases of Reading
- Pre-reading (activate prior knowledge & experiences, build oracy, create schema)
- During reading (stories, sims, STEM)
- Post-reading (academic language, counterbalanced instruction, cross-linguistic transfer, and writing)

4) Scaffolding for struggling learners

5) Supporting students with special needs

6) Assessment

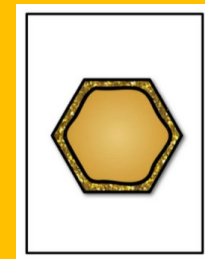
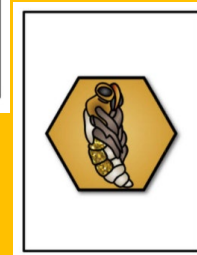
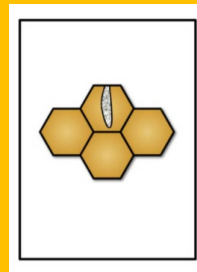
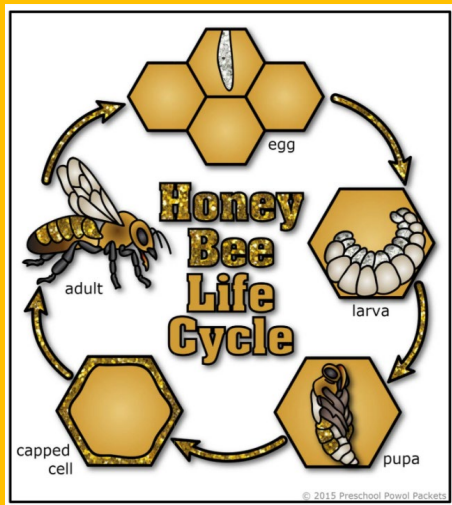


# Curricular Standard

## Third Grade: Standard 3.2.1

Develop and use models to describe changes that organisms go through during their life cycles.

*Emphasize that organisms have unique and diverse life cycles but follow a pattern of birth, growth, reproduction, and death.*





# Formulas for Writing Learning Targets

*Developed by Cherice Montgomery*

**Language:** I can (communicative function) about (vocab. topic) using (grammatical structure) at the (proficiency level) level.

**Content:** I can (critical thinking verb) (global issue or social problem) using information from (academic content area) at the (grade) level.

**Culture:** I can (cultural exploration task) in/from/about (cultural context) using (cultural skills or resources).



# Learning Targets

**Language Objective:** I can (ask questions and gather information) about (bees) using (question words) at the (novice high) level.

**Content Objective:** I can (analyze and describe) (how environmental changes influence the life cycle of bees) using (present tense verbs) at the (novice high) level.

**Culture Objective:** I can (compare and contrast) (adaptations of bees in the U.S. and Brazil) using (authentic resources).



Image: Lmoonlight  
Formula: Cherice Montgomery

# Language Objective

## Identify the LANGUAGE Objective for the Unit

Plan at least one language, content, and culture objective for your unit.

### Language Objective:

*(What communicative skills will this unit help learners to develop?)*

Students will (communicative function) about (global issue or social problem) using (grammatical structure) and (vocab. topic) at the (proficiency level) level.

#### Communicative Functions

- Ask for directions, info., help
- Circumlocute or paraphrase
- Clarify or verify understanding
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Express dis/agreement, emotion
- Express hopes, dreams, or future plans
- Give advice, recommendations, or suggestions
- Hypothesize
- Make appointments or plans
- Make excuses or requests
- Narrate(relate/retell stories)
- State a preference or opinion
- Support an opinion (with a reason or logical argument)

#### Global Issue or Social Problem

*What will students discuss?*

- Addiction
- Aging/generation gap
- Beauty & aesthetics
- Careers
- Childhood & adolescence
- Climate change, natural disasters, and sustainable development
- Community action, service, engagement, & volunteerism
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy
- Emergency preparedness
- Entertainment/fine arts
- Exploration
- Family heritage/violence
- Fashion
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Homelessness
- Human rights
- Identity & self-expression
- Immigration/refugees
- Innovation
- Peace and conflict resolution
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology

#### Grammatical Structure

- Adjectives
- Conditional
- Demonstratives
- Future
- Imperatives
- Imperfect
- Imperf. subjunctive
- Interrogatives
- Near future (ir + a)
- Past perfect (había)
- Preterit (past tense)
- Possessive adjs.
- Present perfect (he)
- Pres. progressive
- Pres. subjunctive
- Present tense
- Pronouns

#### Proficiency Level

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

**Sublevel**  
Low Mid High

# Content Objective

## Identify the CONTENT Objective for the Unit

### Content Objective:

*(What global issue or social problem will learners explore during this unit?)*

Students will (critical thinking task) about (global issue or social problem) using information from (academic subject area/career cluster) at the (grade) level.

#### Critical Thinking Tasks

*What will students DO with content?*

- Analyze
- Categorize
- Classify
- Compare & contrast
- Confirm cultural interpretations
- Create
- Critically interpret
- Evaluate
- Generalize
- Hypothesize
- Infer
- Investigate
- Justify and defend
- Observe & reflect
- Predict
- Prioritize
- Problem-solve
- Sort
- Synthesize

#### Global Issue or Social Problem

*What will students discuss?*

- Addiction
- Aging/generation gap
- Beauty & aesthetics
- Careers
- Childhood & adolescence
- Climate change, natural disasters, and [sustainable development](#)
- Community action, service, engagement, & volunteerism
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy
- Emergency preparedness
- Entertainment/fine arts
- Exploration
- Family heritage/violence
- Fashion
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Homelessness
- Human rights
- Identity & self-expression
- Immigration/refugees
- Innovation
- Peace and conflict resolution
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology
- Women

#### Academic Subject or [Career Cluster](#)

*What academic subjects or career clusters will students learn about to complete unit tasks?*

- Art & Design
- Business & Marketing
- Engineering
- Family & Consumer Science
- Government
- Health Sciences
- Hospitality & Tourism
- Literature/Humanities
- Mathematics
- Music & Performing Arts
- Physical Education
- Science
- Social Studies/History
- Technology

[\(more career info.\)](#)

# Culture Objective

## Identify the CULTURE Objective for the Unit

**Culture Objective:** *(What cultural understandings or experiences do learners need to communicate successfully about the topic?)*

Students will (cultural exploration task) about (global issue/social problem) in (cultural context) using culturally appropriate (pragmatic tools) at the (proficiency level).

### Cultural Exploration Tasks

*What will students DO with culture?*

- Observe & reflect** on cultural products and practices
- Explore & interact** with culturally authentic resources, practices, and communities
- Compare & contrast** cross-cultural similarities and differences
- Investigate and critically interpret** cultural experiences from multiple perspectives
- Confirm** cultural interpretations

### Global Issue/Social Problem

*What topic will students discuss?*

- Aging/generation gap
- Beauty & aesthetics
- Childhood & adolescence
- Community engagement
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy & human rights
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy / careers
- Entertainment/fashion/fine arts
- Exploration, immigration, refugees
- Family heritage/violence
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Identity & self-expression
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology
- Women

### Cultural Context

*In what context(s)?*

- Country
- Cultural event
- Cultural issue
- Culturally important site
- Cultural product, practice, or perspective,
- Geographical region
- Historical event or time frame
- Cultural institution or organization
- Social group or setting
- Specific person, group, or subgroup of people

### Pragmatic Tools (If needed)

*How?*

- Body language
- Cultural/interactional norms
  - Distance (proxemics)
  - Gaze
  - Register
  - Silence
  - Speech acts (expressing disagreement, implying, interrupting, inviting, rejecting, requesting, suggesting, turn-taking)
  - Touch (haptics)
- Cultural resources (texts, cultural informants)



# Formula for Giving Instructions (Montgomery, 2021)

1 step per line

5 steps

No more than 7-10 words per step



# Teaching Demos



Image: Nanthapongs

## Lesson Topic: La Mezquita-Catedral de Córdoba by Hannah Gilman

**Grade Level:** Bridge (Intermediate High)

**Proficiency Goal:** Advanced Low

**Unit:** Las Bellas Artes y La Resolución de Los Conflictos

**Essential Question:** ¿Cuál es la importancia del arte en unir las comunidades?



Image: Ajay Suresh



## Utah World History Standard 2.1

Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.





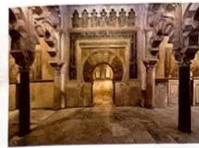
## Objetivos:

**Idioma:** I can defend an opinion about fine arts using complete sentences and connector words.

**Contenido:** I can synthesize typical architectural elements of Islamic mosques and Christian cathedrals.

**Cultura:** I can compare and contrast solutions to conflicts in Spain to personal or United States conflicts.

# Authentic Text: Mosque-Cathedral Brochure



**4 MIHRAB.** En este caso trasciende de ser una mera hornacina que orienta el rezo hasta convertirse en una pequeña estancia octogonal cubierta por una cúpula de vena. La labor ornamental de los mosaicos procede de la tradición bizantina, que llega a través de los artesanos enviados por el emperador Nicéforo II. Su fuerza expresiva reside en los paños de ataurique y en la riqueza de los mosaicos que cubren tanto el mihrab como las puertas contiguas de la Cámara del Tesoro y del Sabat.

**8 AMPLIACIÓN DE ALMANZOR.** Desde un punto de vista plástico, la extensa intervención de Almanzor no supuso ninguna aportación notoria, como se puede advertir en el despiece de las dovelas de los arcos, que no alternan la piedra y el ladrillo, sino que son fingidos a través de la pintura. Igualmente se amplía el patio, al que se dota de un aljibe subterráneo. Con Almanzor el edificio pierde el eje que lo articulaba, adquiriendo la cualidad de construcción infinita que dota al conjunto de un matiz envolvente.

**9 PARROQUIA DEL SAGRARIO.** Su principal atractivo reside en un programa ornamental de pinturas murales iniciado en 1583 por César Arbasia, autor que pondrá en relación a esta obra con los focos de creación artística de la Italia del momento. Su iconografía se centra en los mártires de la ciudad, destacando la Santa Cena del presbiterio.



**10 CRUCERO.** Se configura un espacio que, siendo todo un alarde de ingeniería, nos propone un perfecto diálogo entre el arte del Gótico, del Renacimiento y del Manierismo. El cruceo se constituye como un inmenso lucernario que inunda de luz el conjunto y añade una bella complejidad al extraordinario edificio.

**13 TORRE-CAMPANARIO.** Desde el antiguo alminar musulmán hasta la actual torre campanario, este elemento ha marcado la imagen de la ciudad al alzarse imponente sobre su paisaje. En ella se suceden aportaciones constructivas de diferentes arquitectos que le confieren el aspecto singular que hoy presenta.



**7 CAPILLA REAL.** El poder y la religiosidad de la monarquía española también se manifiestan en el edificio. Es el rey Enrique II quien, en el año 1371, ordena la construcción de la Capilla Real para dar sepultura a Alfonso XI y Fernando IV. Este enclave, hoy no visitable, está cubierto por una bóveda de arcos cruzados decorados con bellos mocárabes.

- Mezquita Fundacional Abderramán I
- 1ª Ampliación Abderramán II
- 2ª Ampliación Alhakén II
- 3ª Ampliación Almanzor

**11 SILLERÍA DEL CORO.** En 1748 el Cabildo encarga la talla de la sillería de coro a Pedro Duque Cornejo, quien desarrolla un soberbio conjunto tanto por la calidad de su ejecución como por su valor iconográfico. También llevará a cabo el trono episcopal que preside el recinto y en el que destaca una magnífica "Ascensión de Cristo".



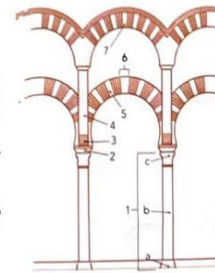
**12 PATIO DE LOS NARANJOS.** El antiguo patio de abluciones musulmán dará paso al patio cristiano. Su imagen actual se debe a la intervención del obispo Francisco Reinos, quien dispone las hileras de naranjos como continuación de las columnas de la sala de oración.

## TAMBIÉN TE RECOMENDAMOS

- A Capilla de Nuestra Señora de la Concepción.
- B Retablo pictórico de la Santa Cena de Pablo de Céspedes.
- C Área expositiva de la antigua Basílica de San Vicente.
- D Capilla de Santa Teresa y Tesoro Catedralicio.
- E Altar pictórico de la Encarnación de Pedro de Córdoba.
- F Pintura mural anónima del Bautismo de Cristo.
- G Marcas de canteros de la ampliación de Almanzor.
- H Primitivo muro oriental de la ampliación de Alhakén II.
- I Retablo Mayor, con pinturas de Antonio Palomino.
- J Retablo de la capilla de Nuestra Señora del Rosario, con pinturas de Antonio del Castillo.
- K Vigas de la techumbre primitiva.

## Módulo Constructivo.

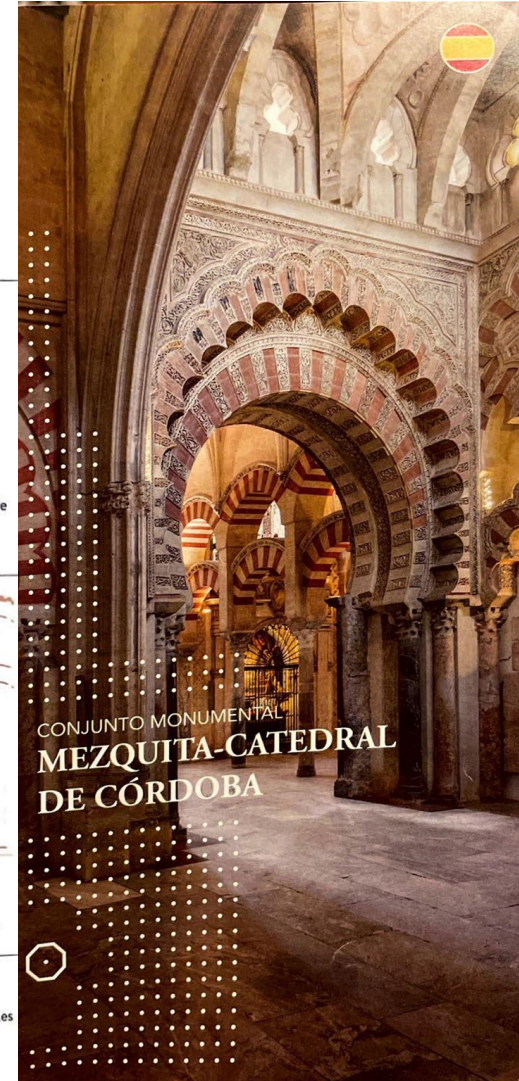
Recibiendo el influjo de acueductos y arcos de triunfos de la antigua Roma, el espacio se configura a través de un entramado de columnas sobre las que se asienta un sistema de dobles arquerías superpuestas. Esta solución creativa, en la que se integran diversos elementos arquitectónicos, no solo resulta audaz y personalísima, sino que además genera una marcada sensación de transparencia, esbeltez y ligereza.



- 1. Columna
- 2. Cimacio
- 3. Modillón de rollos
- 4. Pilastra
- 5. Arco de herradura
- 6. Dovela
- 7. Arco de medio punto

c/ Cardenal Herrero, 1  
14003 Córdoba (España).  
Tlno: (0034) 957 470 512

[www.mezquita-catedraldecordoba.es](http://www.mezquita-catedraldecordoba.es)  
[www.cabildocatedraldecordoba.es](http://www.cabildocatedraldecordoba.es)  
[informacion@cabildocatedraldecordoba.es](mailto:informacion@cabildocatedraldecordoba.es)



CONJUNTO MONUMENTAL  
**MEZQUITA-CATEDRAL  
DE CÓRDOBA**

Image: Cabildo Catedral de Córdoba

[https://mezquita-catedraldecordoba.es/site/assets/files/20355/folleto\\_espanol\\_a.pdf](https://mezquita-catedraldecordoba.es/site/assets/files/20355/folleto_espanol_a.pdf)




## Lesson Outline:

**Pre-Reading Activity:** Classification

**During-Reading Activity:** Human Graphing

**Post-Reading Activity:** Anatomy of a Conflict Reflection



## Pre-Reading Activity: ¿Mezquita o Catedral?

Paso 1: Busquen un grupo de cuatro personas.

Paso 1: Haz dos columnas con las materiales: mezquita y catedral.

Paso 2: Pon los fotos con elementos Islámicos bajo “mezquita” y los fotos con elementos Cristianos bajo “catedral”.

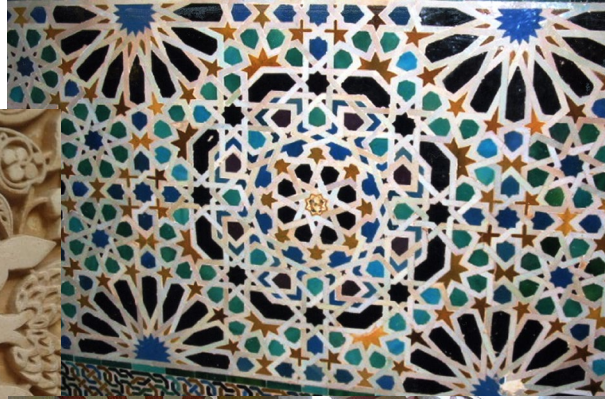
Paso 3: Pon los nombres correspondientes al lado de cada foto.

# elementos Islámicos

mocárabes



mosaicos



mihrab



ataurique



alminar



Hipóstilo  
(columnas)



diseño  
repetitivo



# elementos Cristianos

arco gótico



el contrafuerte



bóveda de crucería



capilla



torre-campanario



coro



arco romano

# la mezquita



# la catedral







periodo cristiano 532 - 786 AD

periodo musulmán 786-1236 AD

periodo cristiano 1236 - 2022 (museo)



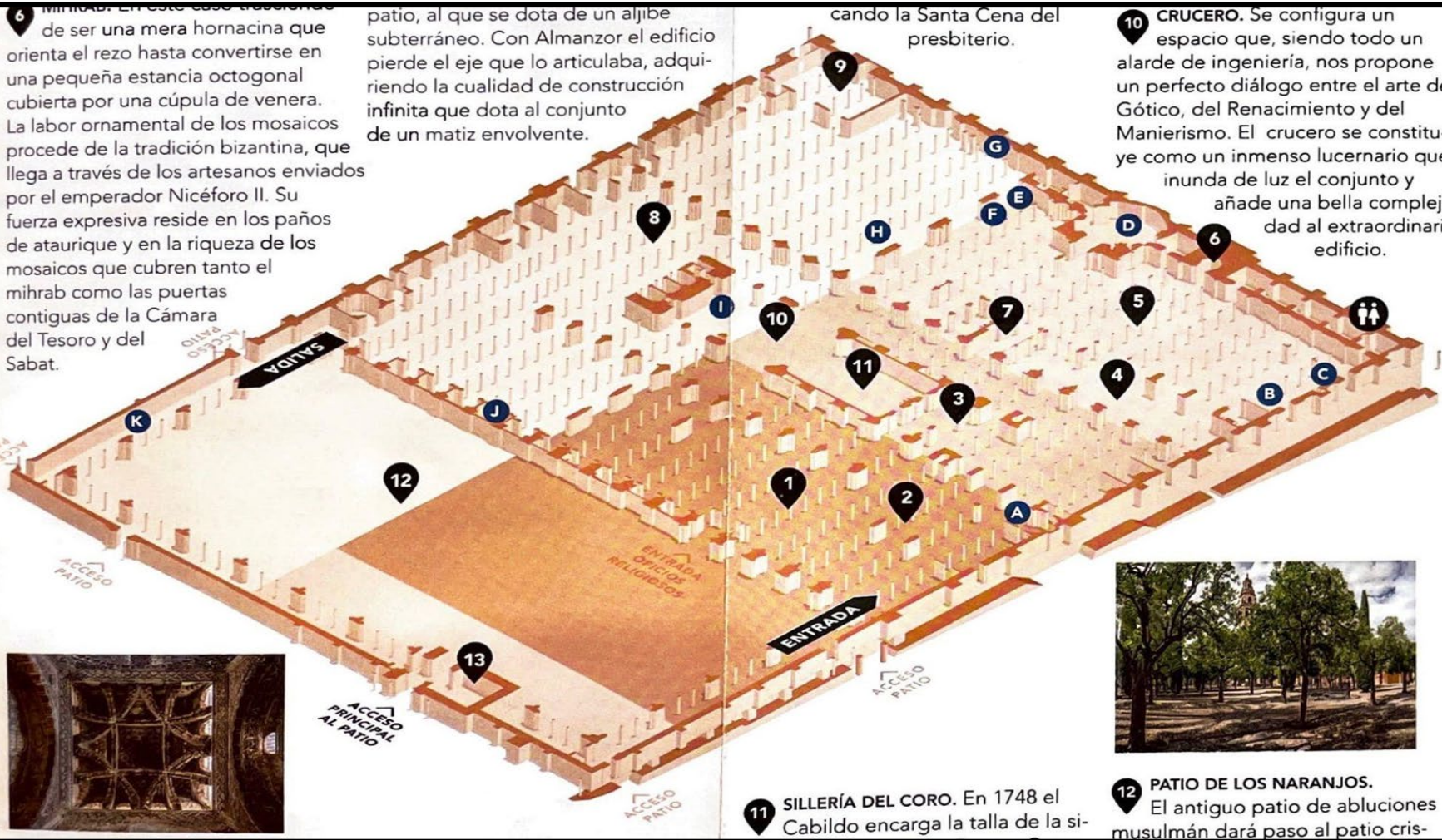
# During-Reading Activity - Human Graphing

**6 MIHRAB.** En este caso trascendimos de ser una mera hornacina que orienta el rezo hasta convertirse en una pequeña estancia octogonal cubierta por una cúpula de vena. La labor ornamental de los mosaicos procede de la tradición bizantina, que llega a través de los artesanos enviados por el emperador Nicéforo II. Su fuerza expresiva reside en los paños de ataurique y en la riqueza de los mosaicos que cubren tanto el mihrab como las puertas contiguas de la Cámara del Tesoro y del del Sabat.

patio, al que se dota de un aljibe subterráneo. Con Almanzor el edificio pierde el eje que lo articulaba, adquiriendo la cualidad de construcción infinita que dota al conjunto de un matiz envolvente.

cando la Santa Cena del presbiterio.

**10 CRUCERO.** Se configura un espacio que, siendo todo un alarde de ingeniería, nos propone un perfecto diálogo entre el arte del Gótico, del Renacimiento y del Manierismo. El crucero se constituye como un inmenso lucernario que inunda de luz el conjunto y añade una bella complejidad al extraordinario edificio.



**11 SILLERÍA DEL CORO.** En 1748 el Cabildo encarga la talla de la si-

**12 PATIO DE LOS NARANJOS.** El antiguo patio de abluciones musulmán dará paso al patio cris-

Image: Cabildo Catedral de Córdoba

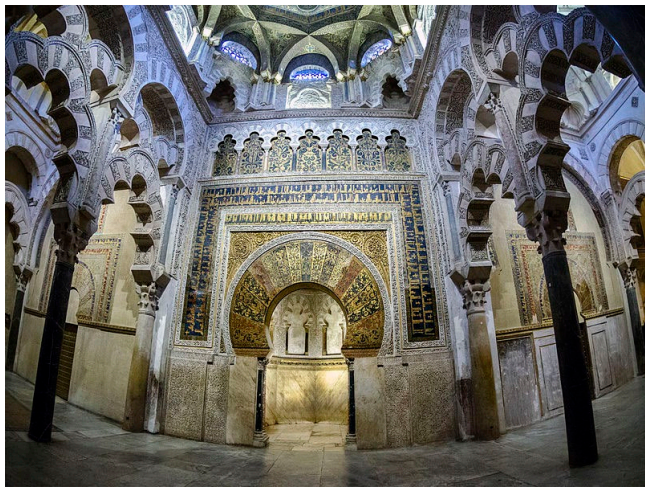


# Mihrab: Escriban 3 palabras que describen el estilo - ¿mezquita o catedral?

1. mosaicos 2. ataurique 3. sabat



cúpula



ataurique



**6 MIHRAB.** En este caso trasciende de ser una mera hornacina que orienta el rezo hasta convertirse en una pequeña estancia octogonal cubierta por una cúpula de venera. La labor ornamental de los mosaicos procede de la tradición bizantina, que llega a través de los artesanos enviados por el emperador Nicéforo II. Su fuerza expresiva reside en los paños de ataurique y en la riqueza de los mosaicos que cubren tanto el mihrab como las puertas contiguas de la Cámara del Tesoro y del Sabat.





**Paso 1:** El mihrab pertenece a la catedral o la mezquita? Decidan.

**Paso 2:** Vayan al lado del aula correspondiente.

**Paso 3:** Busquen un compañero.

**Paso 4:** Comparten su opinión usando esta frase:

Pienso que el mihrab pertenece a \_\_\_\_\_ (la catedral/la mezquita) porque...

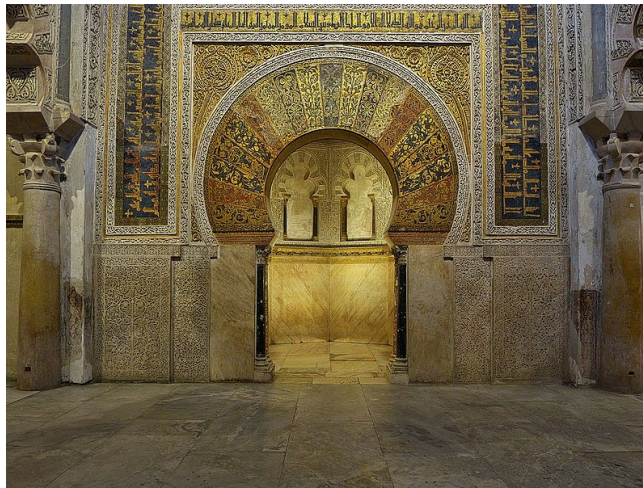


Image: José Luis Filpo Cabana



Image: Med o Med



**El coro:** Escriban 3 palabras que describen el estilo - ¿mezquita o catedral?



**11 SILLERÍA DEL CORO.** En 1748 el Cabildo encarga la talla de la sillería de coro a Pedro Duque Cornejo, quien desarrolla un soberbio conjunto tanto por la calidad de su ejecución como por su valor iconográfico. También llevará a cabo el trono episcopal que preside el recinto y en el que destaca una magnífica "Ascensión de Cristo".

Image: Michael Clarke Stuff  
Text: Cabildo Catedral de Córdoba



**Paso 1:** El coro pertenece a la catedral o la mezquita? Decidan.

**Paso 2:** Vayan al lado correspondiente del aula.

**Paso 3:** Busquen un compañero en el mismo lado.

**Paso 4:** Comparten su opinión con el compañero usando este modelo:

**Compañero 1:** Pienso que el coro pertenece a \_\_\_\_\_ (la catedral/la mezquita) porque...

**Compañero 2:** Estoy de acuerdo porque...


**Compañero 1:** También... (una razón más)

**Compañero 2:** Además... (una razón más)



Image: Jan Seifert

Activity: Hannah Gilman

 **Capilla Real:** Escriban 3 palabras que describen el estilo - ¿mezquita o catedral?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



ACCESO  
PRINCIPAL  
AL PATIO



mocárabe

**7** **CAPILLA REAL.** El poder y la religiosidad de la monarquía española también se manifiestan en el edificio. Es el rey Enrique II quien, en el año 1371, ordena la construcción de la Capilla Real para dar sepultura a Alfonso XI y Fernando IV. Este enclave, hoy no visitable, está cubierto por una bóveda de arcos cruzados decorados con bellos mocárabes.

Images: HiSOUR & Cabildo Catedral de Córdoba  
[https://mezquita-catedraldecordoba.es/site/assets/files/20355/folleto\\_espanol\\_a.pdf](https://mezquita-catedraldecordoba.es/site/assets/files/20355/folleto_espanol_a.pdf)

Activity: Hannah Gilman

**Paso 1:** La capilla real pertenece a la catedral o la mezquita?

Decidan.

**Paso 2:** Vayan al lado del aula correspondiente.

**Paso 3:** Busquen un compañero.

**Paso 4:** Comparten su opinión con el compañero usando este modelo:

**Compañero 1:** Pienso que la capilla real pertenece a \_\_\_\_\_ (la catedral/la mezquita) porque...

**Compañero 2:** Estoy de acuerdo porque...

**Compañero 1:** También... (una razón más)

**Compañero 2:** Además... (una razón más)



Image: Alonzo





**Patio De Los Naranjos:** Escriban 3 palabras que describen el estilo - ¿mezquita o catedral?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



12

### **PATIO DE LOS NARANJOS.**

El antiguo patio de abluciones musulmán dará paso al patio cristiano. Su imagen actual se debe a la intervención del obispo Francisco Reinoso, quien dispone las hileras de naranjos como continuación de las columnas de la sala de oración.

Image: Jeffrey Gardens

Text: Cabildo Catedral de Córdoba

**Paso 1:** Patio de los Naranjos pertenece a la catedral o la mezquita?  
Decidan.

**Paso 2:** Vayan al lado del aula correspondiente.

**Paso 3:** Busquen un compañero.

**Paso 4:** Comparten su opinión con el compañero usando este modelo:

**Compañero 1:** Pienso que el Patio de los Naranjos pertenece a \_\_\_\_\_ (la catedral/la mezquita) porque...

**Compañero 2:** Estoy de acuerdo porque...

**Compañero 1:** También... (una razón más)

**Compañero 2:** Además... (una razón más)



Image: José Luiz Bernardes Ribeiro



**torre-campanario:** Escriban 3 palabras que describen el estilo - ¿mezquita o catedral?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**13 TORRE-CAMPANARIO.** Desde el antiguo alminar musulmán hasta la actual torre campanario, este elemento ha marcado la imagen de la ciudad al alzarse imponente sobre su paisaje. En ella se suceden aportaciones constructivas de diferentes arquitectos que le confieren el aspecto singular que hoy presenta.

Activity: Hannah Gilman  
Image: Justojosemm  
Text: Cabildo Catedral de Córdoba





**Paso 1:** El torre-campanario pertenece a la catedral o la mezquita?  
Decidan.

**Paso 2:** Vayan al lado del aula correspondiente.

**Paso 3:** Busquen un compañero.

**Paso 4:** Comparten su opinión con el compañero usando este modelo:

**Compañero 1:** Pienso que el torre-campanario pertenece a \_\_\_\_\_ (la catedral/la mezquita) porque...

**Compañero 2:** Estoy de acuerdo porque...

**Compañero 1:** También... (una razón más)

**Compañero 2:** Además... (una razón más)

# Post Reading Activity: Conflict Resolution Reflection

Conflicto: oposición o desacuerdo entre personas o cosas.



Video: LOstWithOutLOST

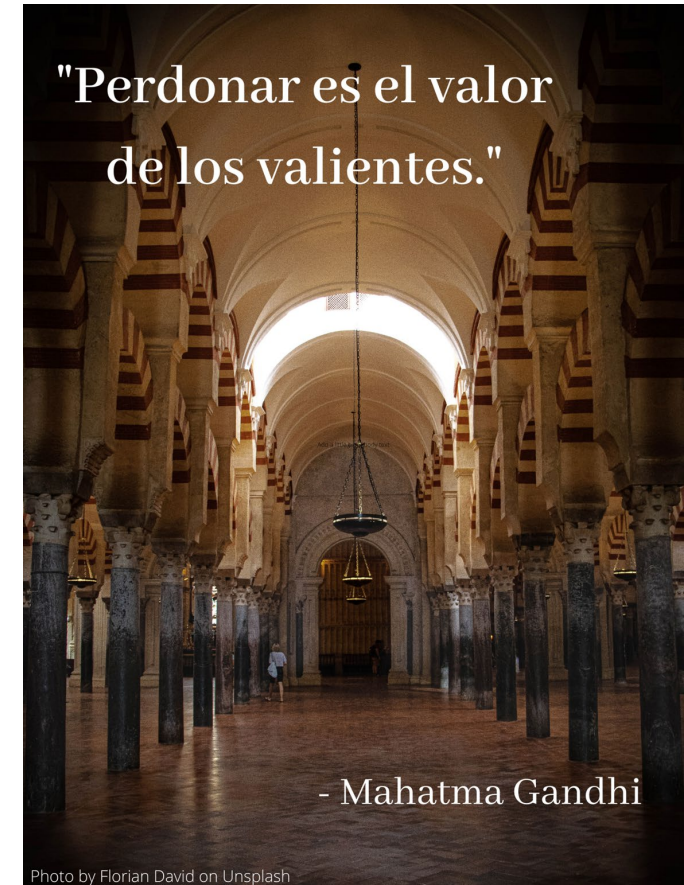


Image: Florian David

# anatomía de un conflicto:

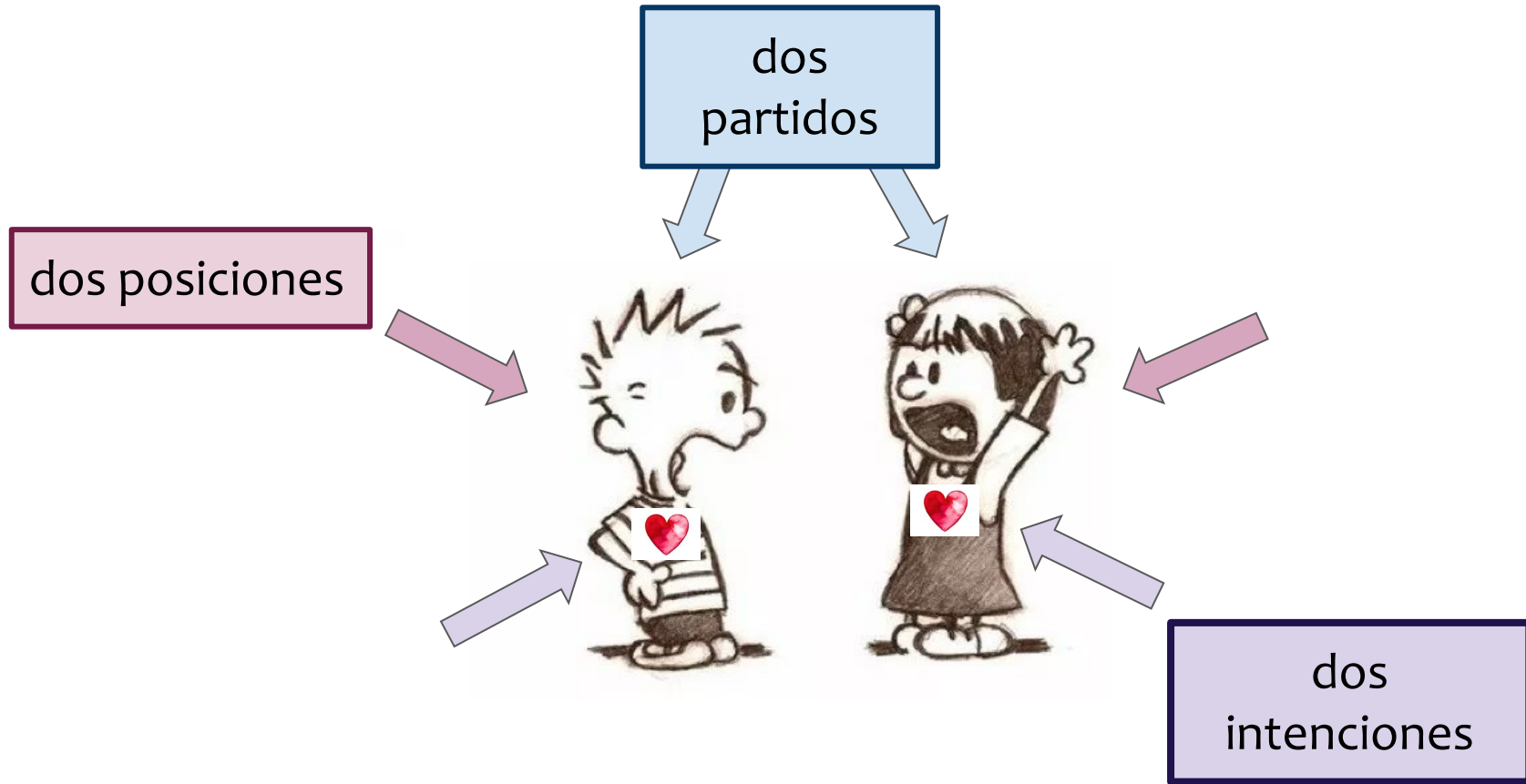


Image: A Million Reasons Why



Por Ejemplo: la historia de la naranja

**partidos:** una hermana y un hermano

**Posiciones:**

La hermana - “Quiero la naranja”

El hermano - “No. Yo quiero la naranja”

**Intenciones:**

La hermana - comer la naranja  
(solo el fruto)



El hermano - usar la cáscara para un pastel



Image: Mae Mu

**partidos:** los musulmanes y los cristianos

**posiciones:**

Los musulmanes - adorar en una mezquita

Los cristianos - adorar en una catedral

**intenciones:**

Los musulmanes - adorar en su propia manera sin discriminación

Los cristianos - adorar en su propia manera sin discriminación

"Perdonar es el valor de los valientes."

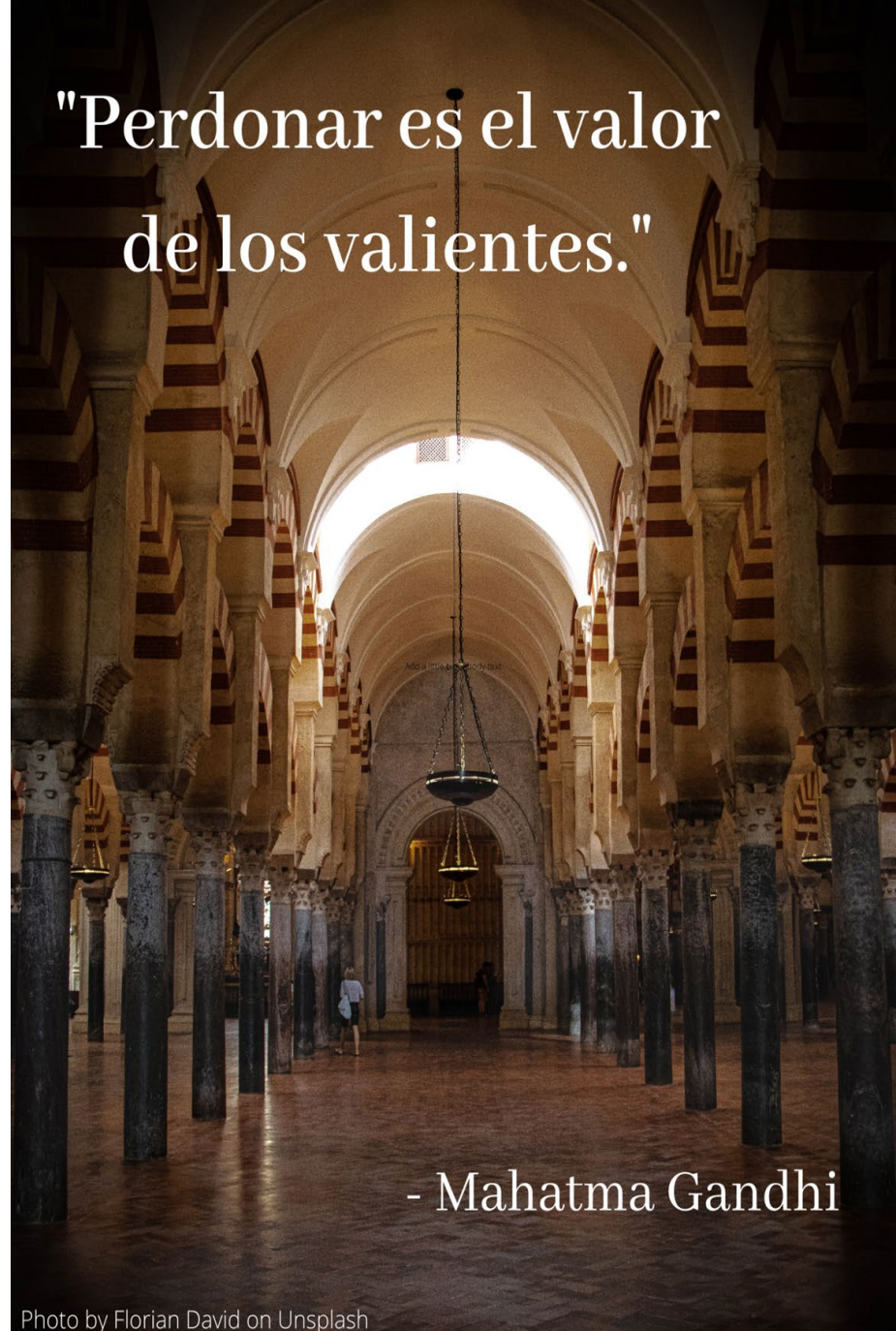


Photo by Florian David on Unsplash

- Mahatma Gandhi

Image: David Florian



Piensen en un conflicto en tu propia comunidad o tu vida personal.





## textos adicionales:

1. [Fanzara, el pueblo de Castellón capital del arte urbano](#) (online article)
2. Fanzara, el pueblo de Castellón capital del arte (video)
3. Guernica w/additional murals (Nelson Mandela, Giant of Boston, etc.)
  - [Guernica Gaza](#) (Protests the war in Gaza)
  - [Guernica Remakings](#) (Protests social issues in South Africa)
  - [Guernica to Wounded Knee](#) (Protests Dakota Pipeline)
4. Córdoba poems
  - [A Córdoba by Luis de Góngora](#)
  - [Córdoba by Garcia Lorca](#)
  - [Escribimos un poema sobre Córdoba, en nuestra Andalucía \(poems by children from the area\)](#)

# **The Three Phases of Reading**

**1: Pre-reading**

**2: During Reading**

**3: Post-reading**



# Pre-reading Activities

*(Developed by Cherice Montgomery, 2021)*



**Activate personal knowledge & experiences**



**Build oracy with concrete experiences**



**Create schema**



# Mystery Picture

7

5

2

1

6

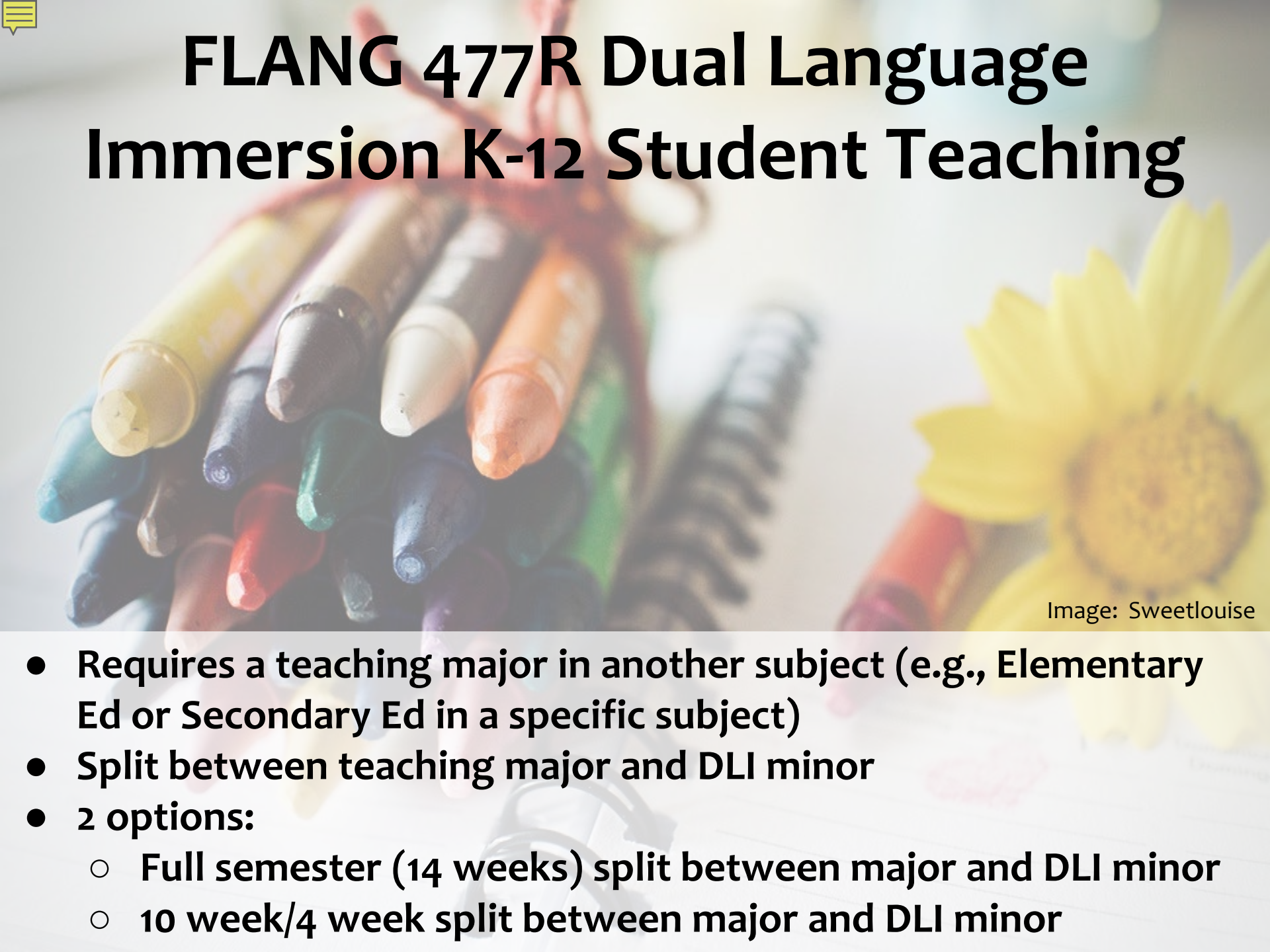
3

4



# Activate Prior Knowledge & Experiences: Have you ever been stung by a bee?



A background image featuring a collection of colorful markers in various colors (yellow, blue, green, red, purple, orange, black) and a bright yellow flower with a dark center, all set against a light, slightly blurred background.

# FLANG 477R Dual Language Immersion K-12 Student Teaching

Image: Sweetlouse

- **Requires a teaching major in another subject (e.g., Elementary Ed or Secondary Ed in a specific subject)**
- **Split between teaching major and DLI minor**
- **2 options:**
  - **Full semester (14 weeks) split between major and DLI minor**
  - **10 week/4 week split between major and DLI minor**



# Student Teaching Assignments

## Week 1: Teacher Observation and Reflection

- Observe mentor teacher teaching for one hour, filling out state observation protocol as you observe
- Write a 3-4 page reflection on what you observed

## Week 2: Interview with Mentor Teacher

- Interview mentor teacher using the questions provided
- Write a 3-5 page reflection summarizing what you learned

## Week 3: Video Reflection on Math, Science, or Social Studies Lesson

- Film yourself teaching a lesson (may use scripted lesson plans provided by state)
- Watch and analyze the video and write a reflection

## Week 4: Original Literacy Lesson Plan and Reflection

- Plan, teach, and assess an original lesson using the literacy textbook(s) for your language and grade level





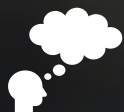
# What do you see?



I see...



I think...



I wonder...

I see...  
I think...  
I wonder...

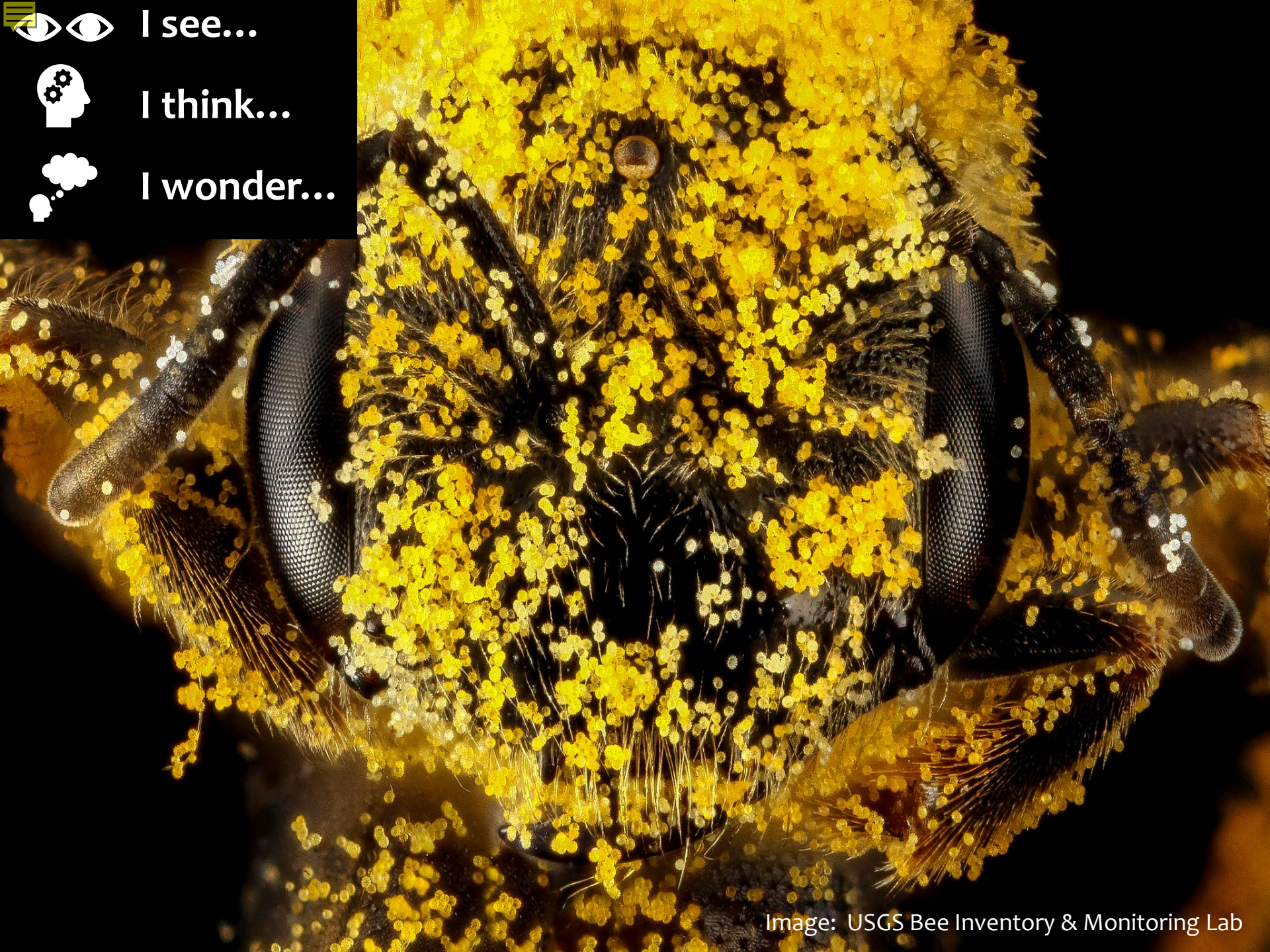




Image: USGS Bee Inventory & Monitoring Lab

 I see...

 I think...

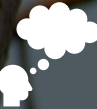


 I wonder...



Image: Rajesh Balouria

 I see...

 I think...


 I wonder...



Image: Michael Pause

I see...  
I think...  
I wonder...



Image: Tobias Hampl



## Observations:

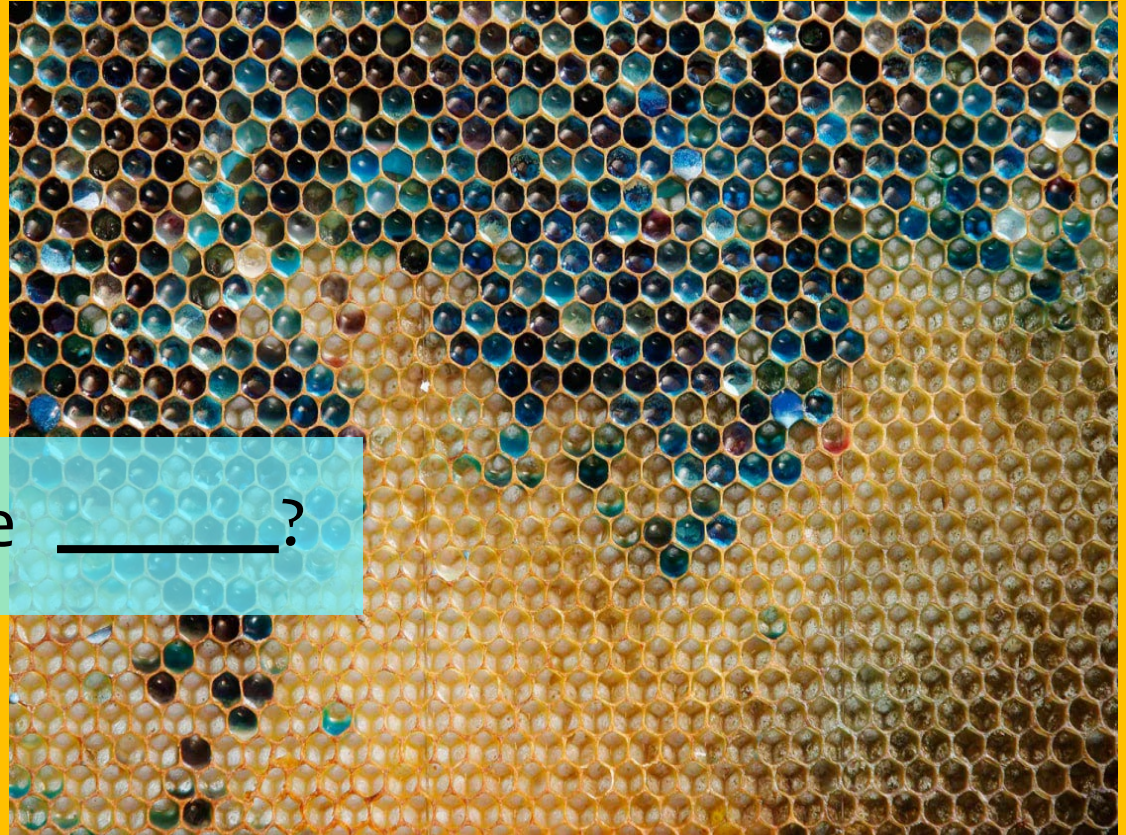
Je vois \_\_\_\_\_.



## Questions:

- Pourquoi
- Quand
- Comment
- Où
- Qui

est-ce que \_\_\_\_\_?



## Observations:

Je vois \_\_\_\_\_.



## Questions:

- Pourquoi
- Quand
- Comment
- Où
- Qui

est-ce que \_\_\_\_\_ ?





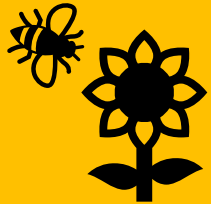
# During Reading Activities for DLI

*(Developed by Overvliet & Montgomery, 2018)*



## 1: Stories: Contextualize content

(Children's book, play, poem)



## 2: Simulations: Concretize content

(Popular Texts: Comics, memes, photos, songs, videos)



## 3: STEM: Counterbalance content

(Informational Texts: Documentaries, infographics, magazine articles, newscasts)



# Sequencing Texts

## 1: Narrative



Simulations

## 3: Informational

### Informational Texts

More:

- 1) Difficulty
- 2) Unfamiliar concepts learners don't know in English
- 3) Academic vocabulary



## 2: Popular





# Narrative Texts: Children's Books



Image: Britta Teckentrup

# Narrative Text: *Bee: A Peek-through Picture Book*

What scientific content can learners explore on this page?



# Popular Texts: Memes, Magazine & News Articles



**BRASIL**

### Meio bilhão de abelhas morreram no Brasil — e isso é uma péssima notícia

Casos foram detectados no RS, SC, SP e MS. Análises laboratoriais identificaram agrotóxicos em cerca de 80% dos enxames mortos no RS

Por Pedro Grigori, da Agência Pública/Repórter Brasil  
Publicado em: 16/03/2019 às 09h00  
Tempo de leitura: 16 min

Abelhas: as abelhas são as principais polinizadoras da maioria dos ecossistemas do planeta (Kay Nietfeld/Getty Images)

### Bombeiro à civil remove 15 mil abelhas de carro em estacionamento nos EUA

O dono do carro diz que esteve dentro da loja apenas 10 minutos e quando voltou o seu carro tinha sido tomado.

© Foto: J. Cruzes/Foto Departamento

23:50 - 01/04/21 POR NOTÍCIAS AO MINUTO SE INSCREVA EJA

Partilhar Usado Traduzir Pinheira



### VOCÊ SABIA?

**PARA PRODUZIR UM QUILO DE MEL, COM A FLOR A 500 METROS, UMA ABELHA PRECISA VOAR UMA DISTÂNCIA DE 40.000 QUILOMETROS, O QUE CORRESPONDE A UMA VOLTA AO PLANETA TERRA!**

mercado no New  
encontrou cerca de 15  
deu que o homem  
quando voltou as  
os bombeiros, que  
se Johnson, um  
ar nesse dia, mas  
a  
elas separarem-se  
curarem um novo  
bertas, o bombeiro  
aidas são bastante  
"rigoso", confessou  
as para uma caixa  
com picados, mas

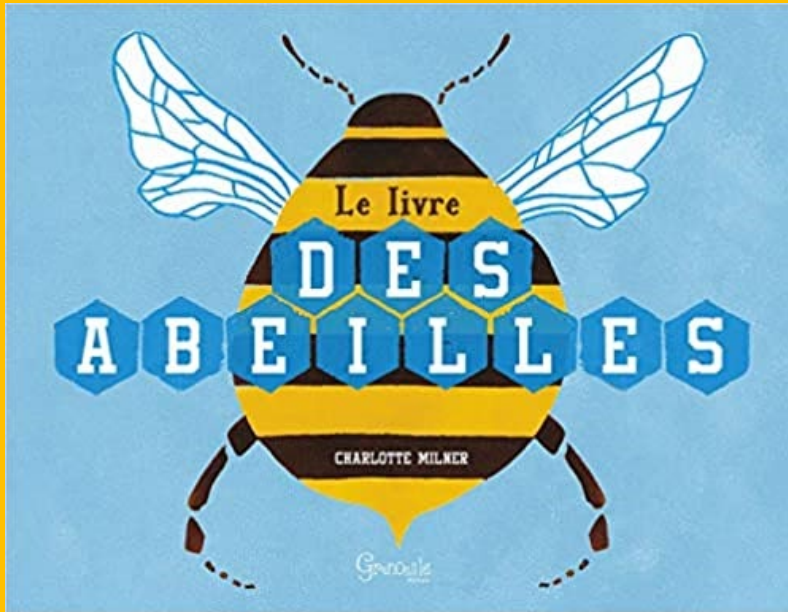
# Popular Text: Schwänzel Tanz Phineas und Ferb Song deutsch



[https://www.youtube.com/playlist?list=PL3hnpR0Tk9\\_zbtw91QysVDYgMOMUAzoaQ](https://www.youtube.com/playlist?list=PL3hnpR0Tk9_zbtw91QysVDYgMOMUAzoaQ)

# Informational Text: Children's Book

## Informational Text: *The Bee Book* What language could you pull from this page?



SOME BEES ARE VERY BIG...



The **WALLACE'S GIANT BEE** is the largest bee in the world at almost 4cm (1½in) long. It can be found in Indonesia, and lives in termite mounds.

SOME BEES ARE VERY SMALL...



The **DWARF BEE** is the world's smallest bee at just 2mm (¼in) long. That's 20 times smaller than the Wallace's Giant Bee. You might need a magnifying glass to see this one!

SOME BEES ARE ANGRY...



**KILLER BEES** escaped from a science experiment and have since spread across South and Central America. These bees get very defensive, stinging ten times more often than other bees.

SOME BEES CAN COOK...



When **JAPANESE HONEY BEES** spot an enemy hornet, they form a hot bee ball by surrounding the dangerous suspect, and they cook it with their body heat.

SOME BEES YOU MIGHT KNOW ALREADY...



**BUMBLE BEES** are the fluffy bees that you may have seen buzzing around your garden. But you might not know that the Old English word for bumble bee is "dumbledore"!

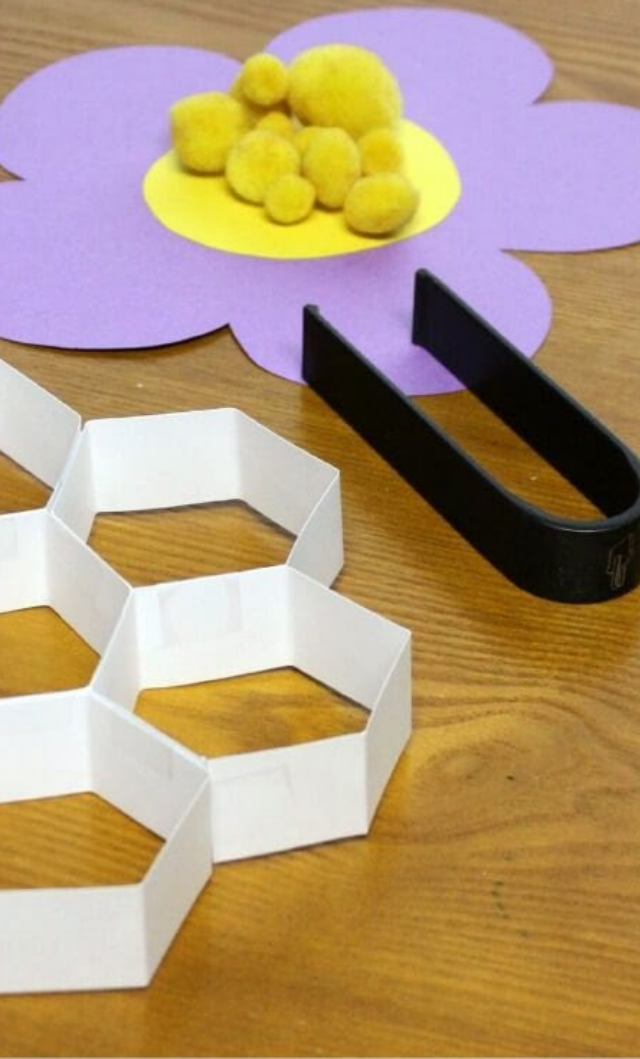
BUT THE MOST FAMOUS BEE IS **THE HONEY BEE...**





pretend play  
beekeeping

Devany from Still  
Playing School



**Build content  
comprehension through  
concrete, embodied  
experiences (simulations)**

**POLLEN TRANSFER**  
*Fine Motor Activity for Preschoolers*

**Pollination Experiment**

1. Put cheetos in a brown bag with a flower on it.
2. Have kids pull cheetos out of each classmate's bag. They can eat the cheetos. However, tell them not to wipe or lick their fingers.
3. Kids move from bag to bag, collecting dust.
4. Once they have eaten out of everyone's bag, they choose a friend and wipe their fingers on their friend's flower.

little kinder warriors

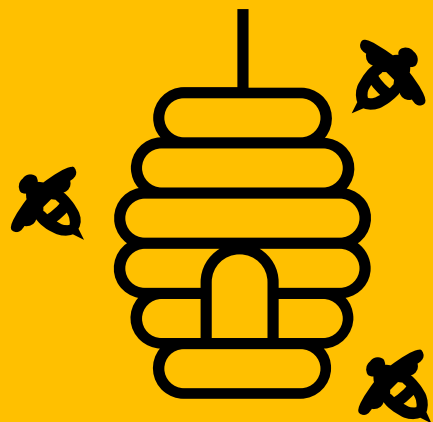
Saved from [eisforexplore.blogspot.com](http://eisforexplore.blogspot.com) Visit

Image: Amber from [abcstoacts.com](http://abcstoacts.com)

Image: Katie Mense & E is for Explore



# Remplir la ruche





# Scavenger Hunt

## ENCONTRE NO JARDIM



FOLHA



FLOR



GALHO



TERRA



INSETO



SOL



PEDRA



ÁGUA



BORBOLETA



GRAMA



PÁSSARO



ÁRVORE



FOLHA SECA



NUVEM



BOTÃO DE FLOR

# Academic Language & Counterbalance

## Abelha - Músicas e Animações para Crianças – Catarse



Language: Rhyming words

- céu / mel
- canção / tradução
- ficar / picar
- parar / multiplicar
- grande / importante

Content: The Science of Pollination

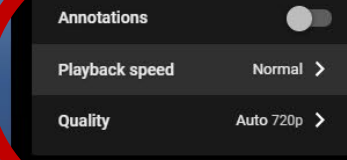
- Vai feliz **buscando flores** pra fazer seu **mel**
- Zum, zum, zum, o seu **zumbido** é uma canção
- De flor em flor eu **levo o polén** para outro lugar
- Polén, polén, polén, nem penso em parar
- Eu com meu voo as flores podem se **multiplicar**

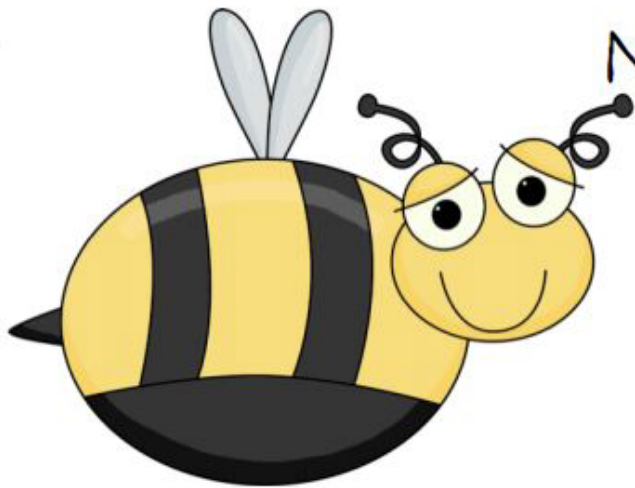
# Slow down *(adjust playback speed)*

Abelha - Músicas e Animações para Crianças – Catarse



Música:  
Abigail Wímer e Ilíada de Castro





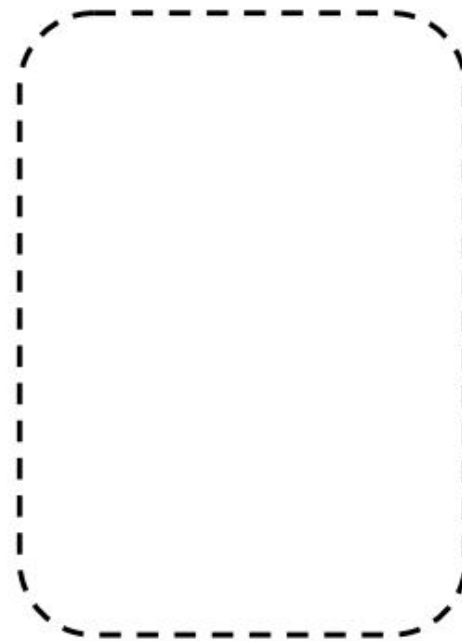
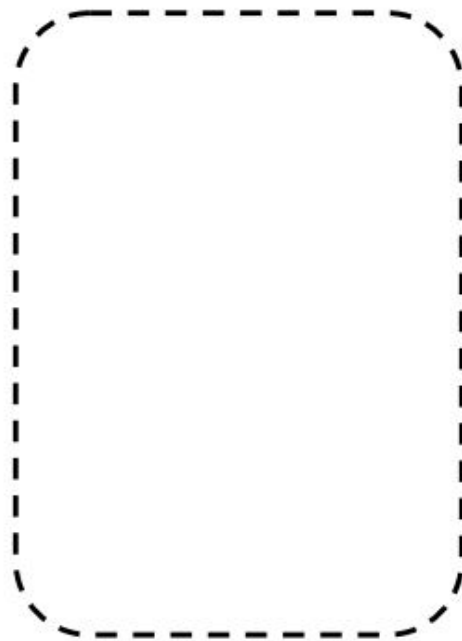
Name \_\_\_\_\_ Date \_\_\_\_\_

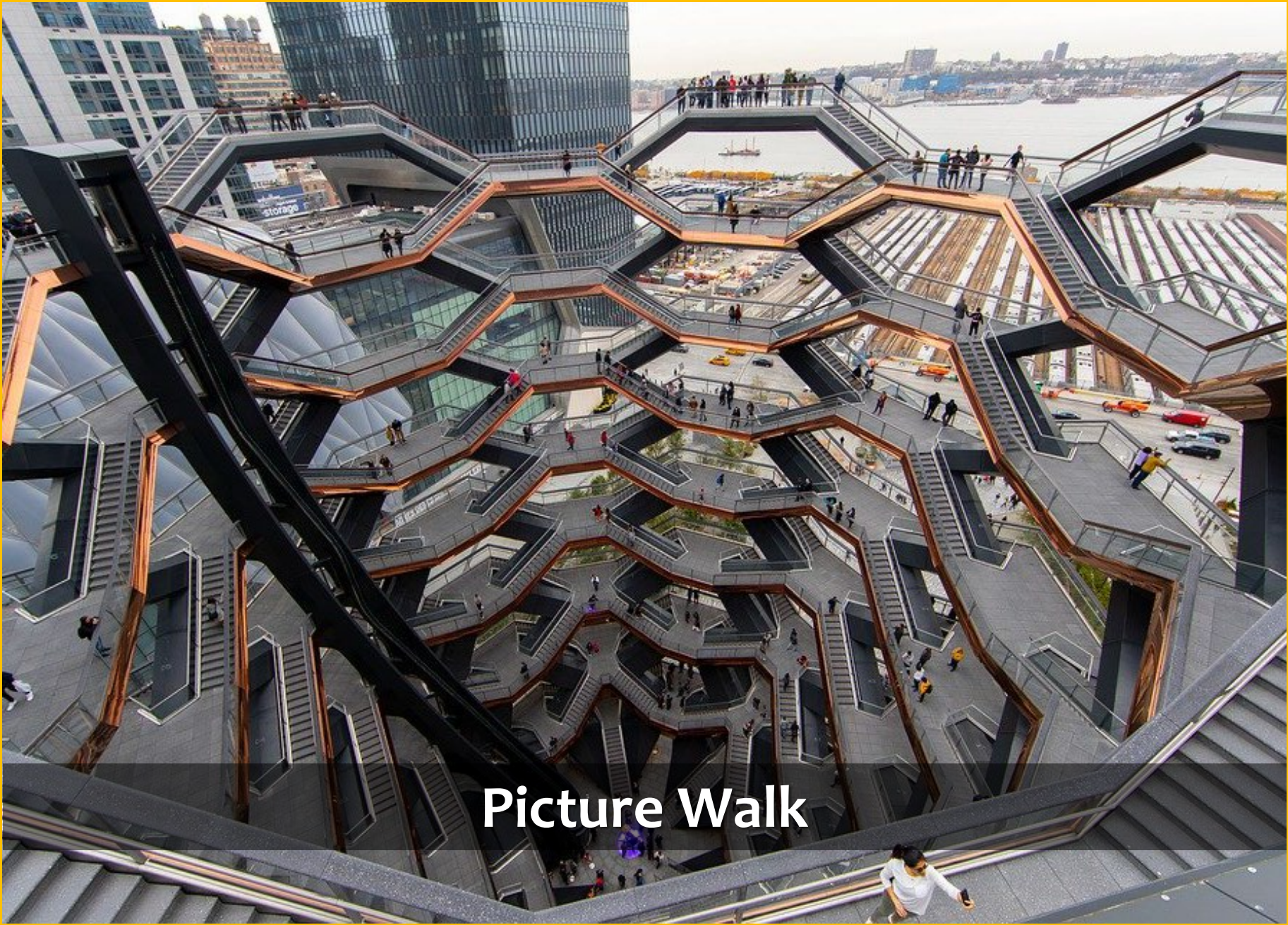
# BEEES

can

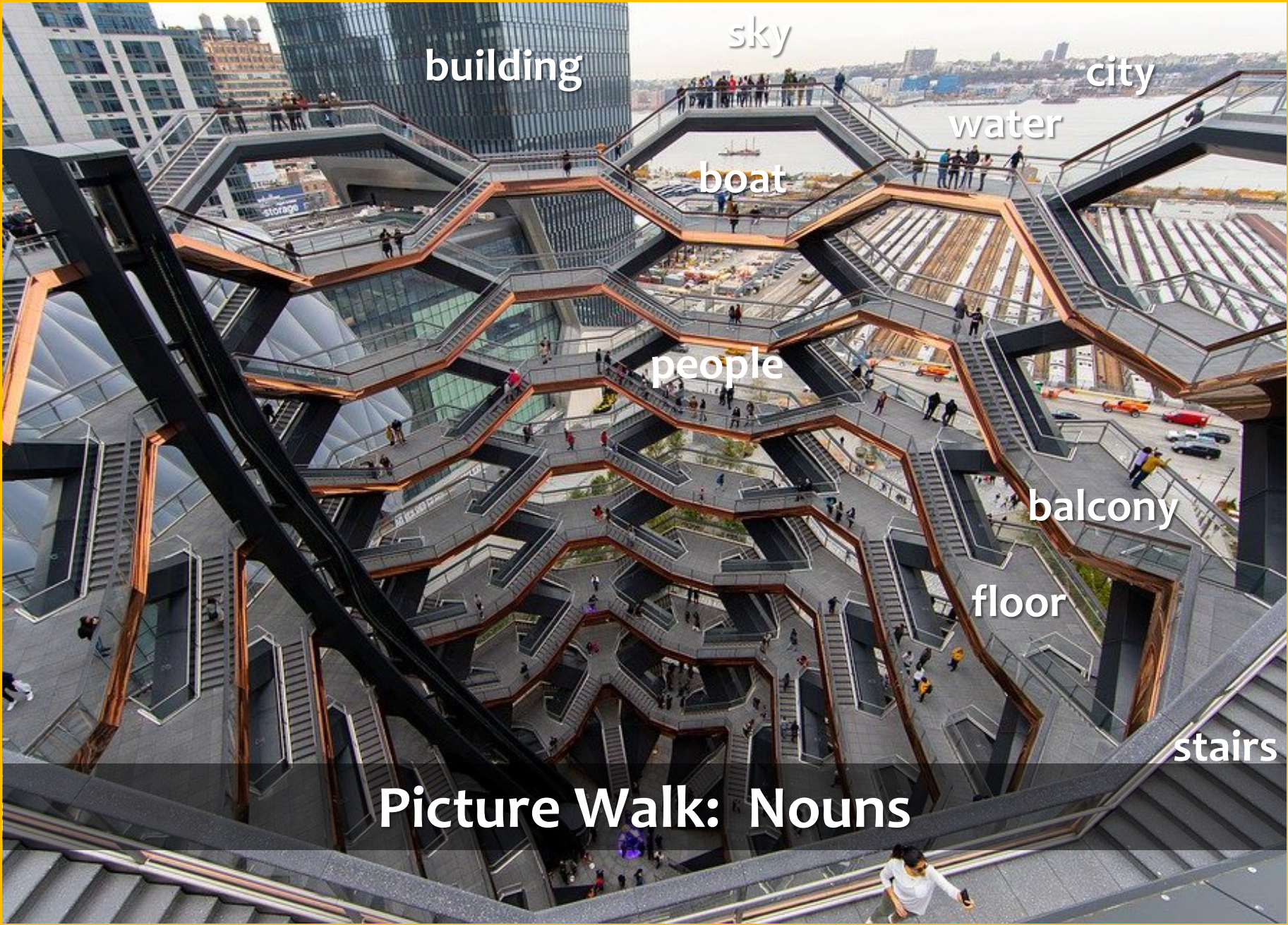
have

are





# Picture Walk



building

sky

city

water

boat

people

balcony

floor

stairs

# Picture Walk: Nouns



gray sky

big city

tall building

cold water

small boat

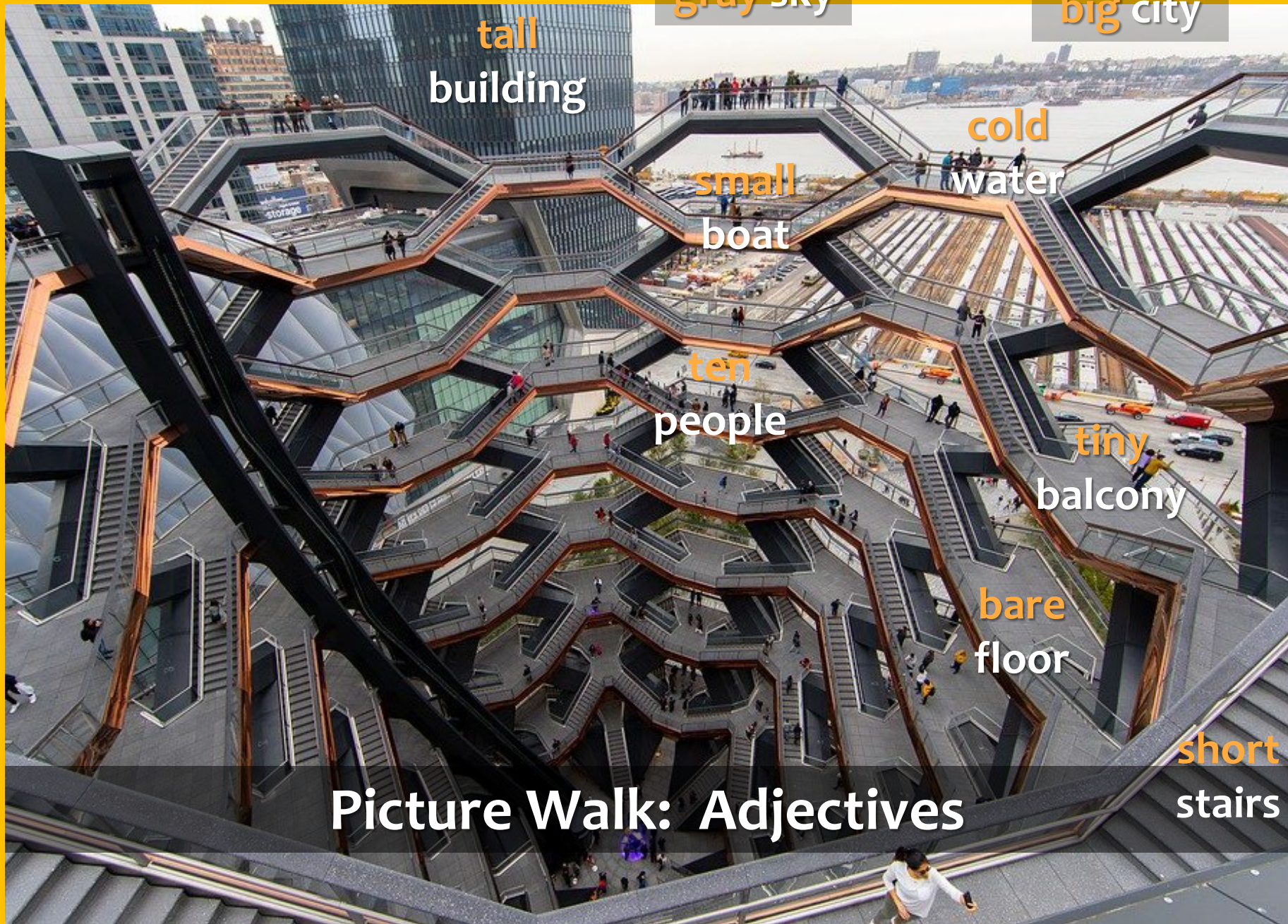
ten people

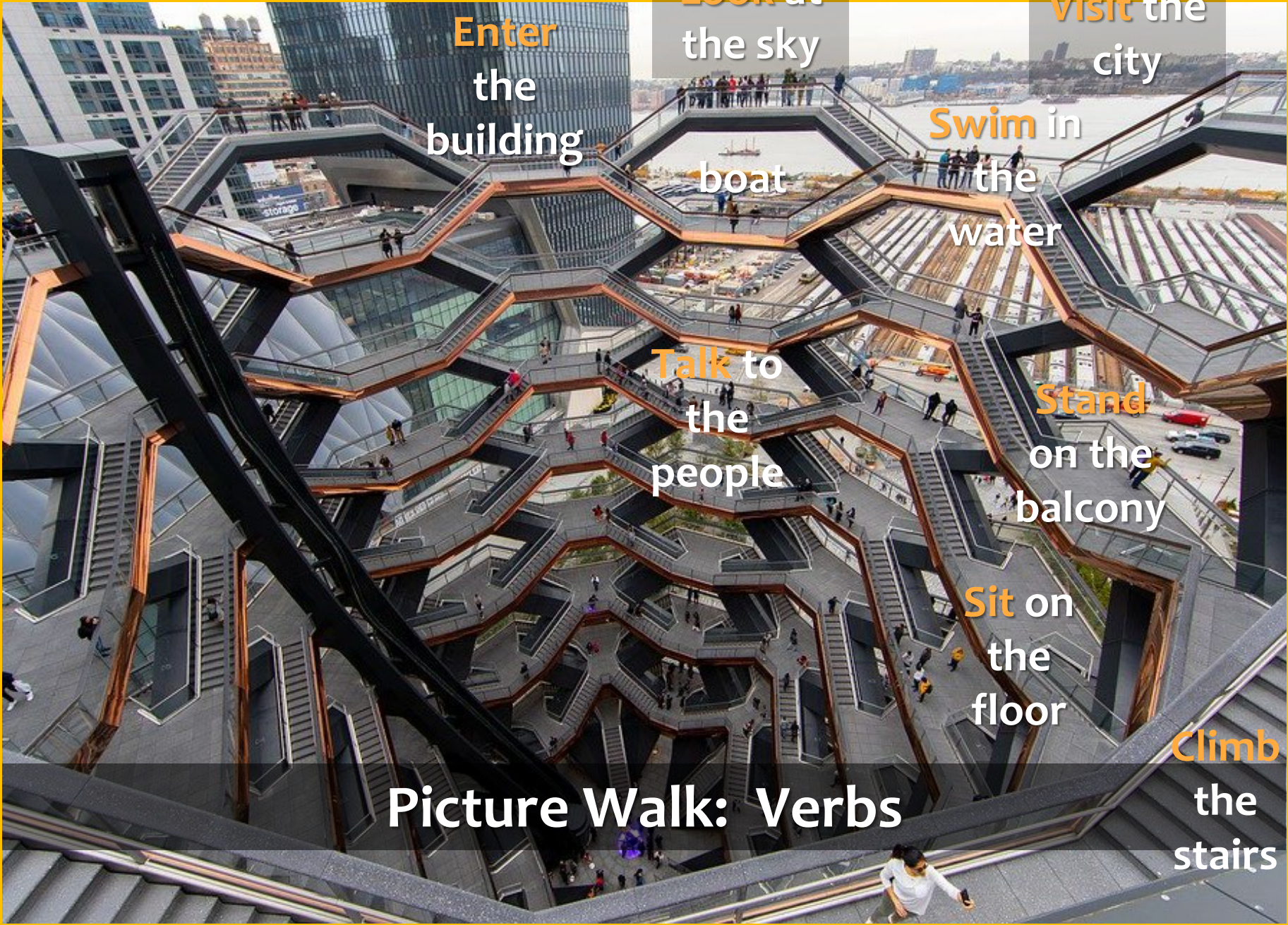
tiny balcony

bare floor

short stairs

# Picture Walk: Adjectives





Enter  
the  
building

Look at  
the sky

Visit the  
city

Swim in  
the  
water

Talk to  
the  
people

Stand  
on the  
balcony

Sit on  
the  
floor

Climb  
the  
stairs

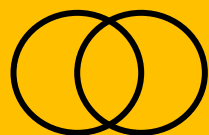
# Picture Walk: Verbs





# Menu of Strategies for Making Input Comprehensible

*(Developed by Cherice Montgomery & Anny Case)*



Cognates



Comprehension checks



Drawing



Facial expressions



Gestures



Physical Objects



Pictures



Sound effects



# Scaffolding Images

*(Developed by Cherice Montgomery, 2021)*



**I**dentify objects and activities (Mystery Picture, I see, I think, I wonder; Picture Walk)



**M**ovement (4 Corners, Move each time the image changes)



**A**ctivities (classify, group, label, match, sequence, sort)



**G**ames (Headbands, I spy, Mystery Picture, Taboo)



**E**ncourage learners to ask questions



**S**entence starters



# Scaffolding **Printed** Texts

(Developed by Cherice Montgomery, 2021)



**P**rior knowledge and experiences



**R**eformat the text (font, spacing, color-coding, text effects)



**I**mages



**N**o distractions (remove distracting ads, etc.)



**T**ext sets (multiple texts on the same topic)



**E**ngage learners (actions, objects, sound effects)



**D**ivide the text into smaller segments

# Scaffolding Songs

*(Developed by Cherice Montgomery, 2021)*



Slow down



Only ONE small piece at a time



Never expect fast production



Give learners something to do



Sing each chunk many times



# Scaffolding Videos

*(Developed by Cherice Montgomery, 2021)*



**V**iewing 15-30 seconds as a **preview**



**I**dentifying **viewing strategies**: Look for, listen for, notice...



**D**etermining where to **begin** [Share: Start at 0:22]



**E**valuating and adjusting **playback speed** [Settings: Playback]



**O**pening **subtitles** [Settings: Subtitles off/on]



**S**uggesting learners read the **transcript** or add translations

NATIONAL GEOGRAPHIC KIDS

DISCOVER COMPETITIONS KIDS CLUB GAMES PRIMARY RESOURCES

MAGAZINE SUBSCRIPTION

ALL ANIMALS SCIENCE HISTORY GEOGRAPHY

# 10 FACTS ABOUT HONEY BEES!

Find out all about our brilliant bees!

Calling all budding - or should we say *buzzing* - young naturalists! Join National Geographic Kids as we get the lowdown on one of our planet's most fascinating insects in our ten facts about honey bees!

### Facts about honey bees



1. Honey bees are super-important pollinators for flowers, fruits and vegetables. This means that they help other plants grow! Bees transfer pollen between the male and female parts, allowing plants to grow seeds and fruit.
2. Honey bees live in hives (or colonies). The members of the hive are divided into three types:
  - Queen:** One queen runs the whole hive. Her job is to lay the eggs that will spawn the hive's next generation of bees. The queen also produces chemicals that guide the behaviour of the other bees.
  - Workers:** these are all female and their roles are to forage for food (pollen and nectar from flowers), build and protect the hive, clean and circulate air by beating their wings. Workers are the only bees most people ever see flying around outside the hive.
  - Drones:** These are the male bees, and their purpose is to mate with the new queen. Several hundred live in each hive during the spring and summer. But come winter, when the hive goes into survival mode, the drones are kicked out!

Love animals? You'd love our magazine!

Ask your parents to



MORE LIKE INSECTS

SPONSORED

HOME IS GOOD

Get messy, explore and appreciate nature, all from the safety of home!

LADYBIRD FACTS!

10 COOL FACTS ABOUT ANTS!

They may be small, but boy are these little critters powerful!

THE BUTTERFLY LIFE CYCLE!

See the fascinating transformation

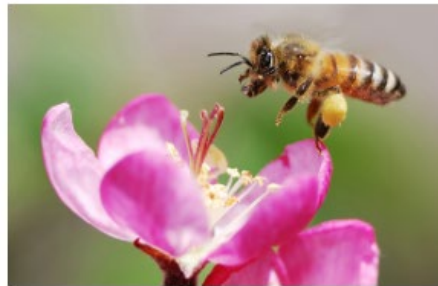
# How could we scaffold this text?

# 10 FACTS ABOUT HONEY BEES!

Find out all about our brilliant bees!

Calling all budding - or should we say *buzzing* - young naturalists! Join National Geographic Kids as we get the lowdown on one of our planet's most fascinating insects in our ten facts about honey bees!

## Facts about honey bees



1. Honey bees are super-important pollinators for flowers, fruits and vegetables. This means that they help other plants grow! Bees transfer pollen between the male and female parts, allowing plants to grow seeds and fruit.

2. Honey bees live in hives (or colonies). The members of the hive are divided into three types:

**Queen:** One queen runs the whole hive. Her job is to lay the eggs that will spawn the hive's next generation of bees. The queen also produces chemicals that guide the behaviour of the other bees.

**Workers:** these are all female and their roles are to forage for food (pollen and nectar from flowers), build and protect the hive, clean and circulate air by beating their wings. Workers are the only bees most people ever see flying around outside the hive.

**Drones:** These are the male bees, and their purpose is to mate with the new queen. Several hundred live in each hive during the spring and summer. But come winter, when the hive goes into survival mode, the drones are kicked out!

# Scaffold NOTICING by removing distractions

## Facts about honey bees



1. Honey bees are super-important pollinators for flowers, fruits and vegetables. This means that they help other plants grow! Bees transfer pollen between the male and female parts, allowing plants to grow seeds and fruit.

**Scaffold AWARENESS by**  
**using images and zooming in on small chunks**





**Scaffold PATTERN RECOGNITION  
IN CONTROLLED PRACTICE with color**



# A abelha



s.f. um inseto alado que geralmente tem um corpo **listrado** e pode viver sozinho ou em grandes grupos



Para fazer uma única libra de **mel**, as **abelhas** operárias em uma colmeia devem voar 55.000 milhas e visitar dois milhões de **flores**



**Scaffold VOCABULARY ACQUISITION**  
with **design**

# Screenshots: What makes this video comprehensible?

[0:53 – 1:23]



# Identifying listening/viewing strategies

O desenvolvimento da abelha, de ovos incubados à fase adulta

*[What do you want or need-to-know? Make a list.]*



Image: National Geographic Brazil

# Are Your Wildflowers Wilting?

## Strategies for Supporting Students with Special Needs

UFLA 2021

**Cherice Montgomery, Ph.D.**  
Brigham Young University  
Cherice\_Montgomery@byu.edu



Image: Gabriele M. Reinhardt

<https://chericem.weebly.com/special-needs.html>

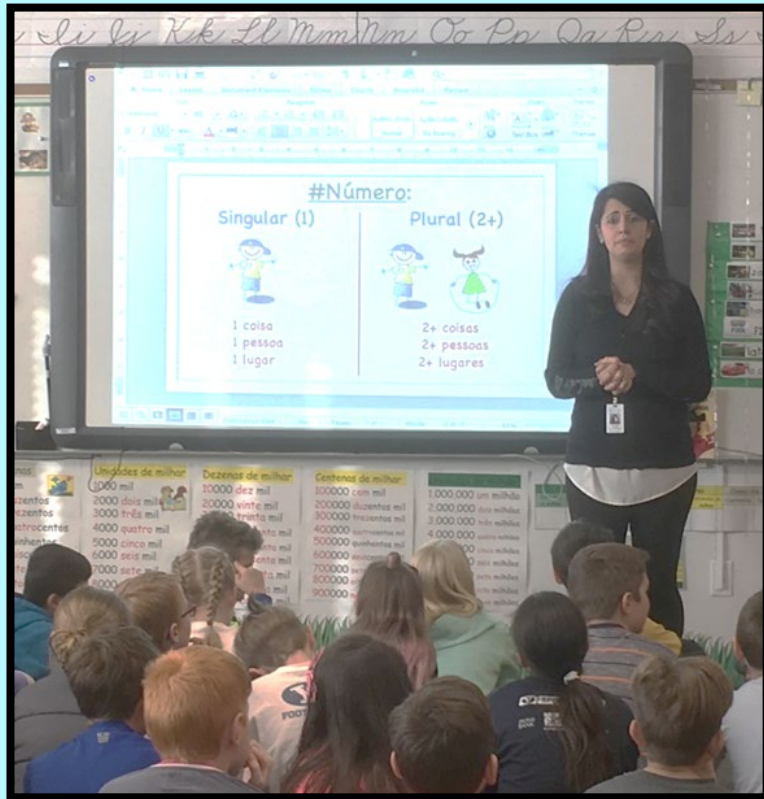
# Collaboration with teachers who are former students



- **Lily Bueno:** completed BA in Elementary Ed, with minor in Portuguese Teaching
- Taught 1st grade Portuguese immersion for 2 years
- Returned to BYU for an MA in Portuguese Pedagogy; taught 100-level Portuguese
- Noticed the difference between focus on language at university and focus on content in immersion
- Returned to teach 4th grade immersion; implemented a focus on language in language arts – MA thesis study

# Collaborative research project

*A focus on language in the immersion language arts curriculum:  
Insights from a fourth-grade Portuguese  
classroom*




Researchers: Blair Bateman, Michael Child, Lily Bueno

Research question:

To what extent can form-focused instruction help students to . .

- Notice and correct their linguistic errors?
- Explain the language rules involved?
- Improve their ability to spontaneously produce correct linguistic forms?

# I - Conto de fadas para mulheres do séc. 21

A woman with dark hair, wearing a pink and green floral dress with puffed sleeves, is looking towards the camera. The dress has a pink bodice and a full, layered green skirt with floral patterns.

Once upon a time  
there was a beautiful  
girl who asked a  
beautiful boy ...

Era uma vez uma linda moça que  
perguntou a um lindo rapaz:

- Você quer casar comigo?

Ele respondeu:

- NÃO!

And the girl ...

E a moça viveu feliz para sempre,  
foi viajar, fez compras, conheceu muitos  
outros rapazes, visitou muitos lugares,  
foi morar na praia, comprou outro carro,  
mobiliou sua casa, sempre estava sorrindo e  
de bom humor, nunca lhe faltava nada,  
bebia cerveja com as amigas sempre que  
estava com vontade e ninguém mandava nela.

The boy ...

O rapaz ficou barrigudo, careca,  
o pinto caiu, a bunda murchou,  
ficou sozinho e pobre, pois  
não se constrói nada sem uma MULHER.

FIM!!!

(Luís Fernando Veríssimo)



# Results of Study



- On a written pre-post test, students' nominal agreement and verbal agreement improved dramatically
- In spontaneous interviews:
  - Nominal agreement accuracy increased from 61% to 71%
  - Verbal agreement did not improve measurably, but students had begun to use a greater variety of verb forms

Bateman, B., Child, M., & Bueno, E. B. (2020). A focus on language in the immersion language arts curriculum: Insights from a fourth-grade Portuguese classroom. *Journal of Immersion and Content-Based Language Education*, 8(2), 200-229. <http://doi.org/10.1075/jicb.18031.bat>

Ellen Knell and Hai-I (Nancy) West

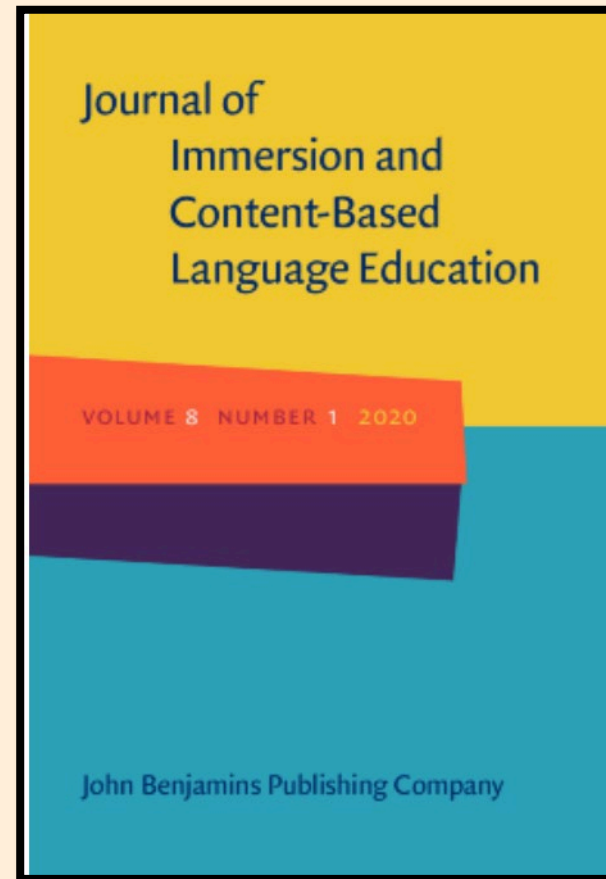
# #1- Is Handwriting Practice Important to Help Students Recognize Characters?



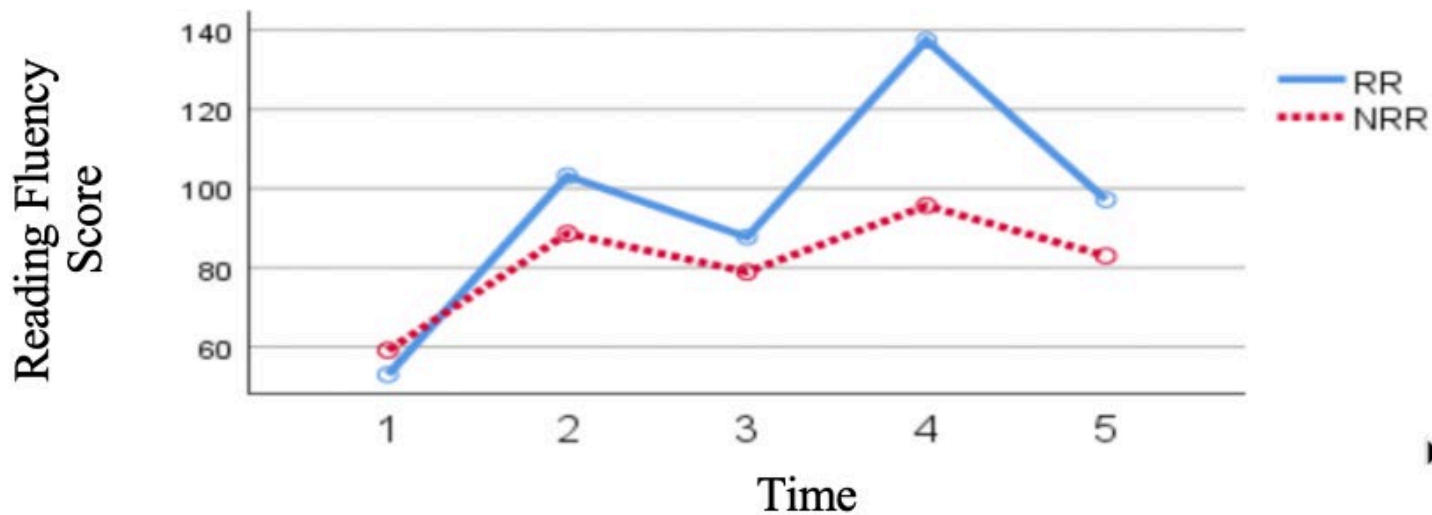
Knell, E., West, H., (2015). Writing practice and Chinese character recognition in early Chinese immersion students. *Journal of the Chinese Language Teachers Organization*, 50, 45-62.

# Do timed readings affect reading fluency, character production, and reading comprehension?

Knell, E., & Kao, S.C. (2020). Repeated readings and Chinese immersion students' reading fluency, comprehension and character recognition. *Journal of Immersion and Content-Based language Education*



# New Passages



**Figure 1:** Reading Fluency Across 5 Testing Times

Do Chinese immersion students need **rominization of Chinese (Pinyin)** to read characters?

~~měi guó rén~~

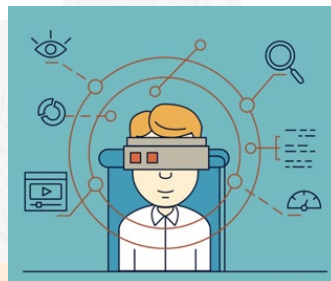
美国人

**NO!**

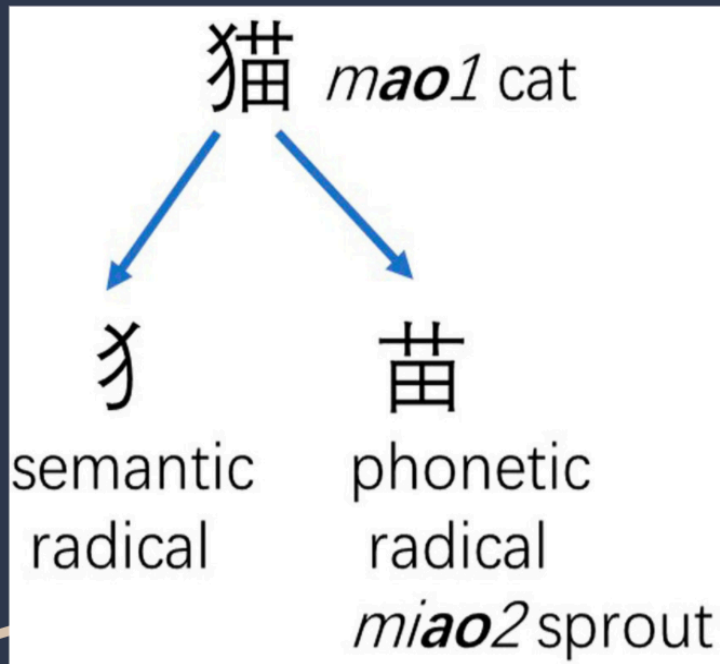
měi ~~guó~~ rén

美国人

**YES!**



# Research Question



Does the instruction of **semantic radicals** or **phonetic radicals** lead to higher character recognition accuracy of traditional Chinese characters?

Tong et al. (2020) also argued that Chinese skilled adult learners had the **better** performance of using **phonetic radicals** rather than **semantic** ones in recognizing new Characters.

When it comes to learning to read Chinese, the **semantic radical** for a recognition task is a **notable, quickly accessible** aid (Li, et al., 2020).



# Your Turn

- 1) List top 3 problems or priorities
- 2) Form inside/outside circles
- 3) Show your list to your partner
- 4) Partner chooses and responds to one item from your list
- 5) Move to your right and repeat

# Teacher Panel







Compelling Learning Environments & Experiences Integrating reading and science curriculum

4th grade dual language immersion

Immersive Contexts

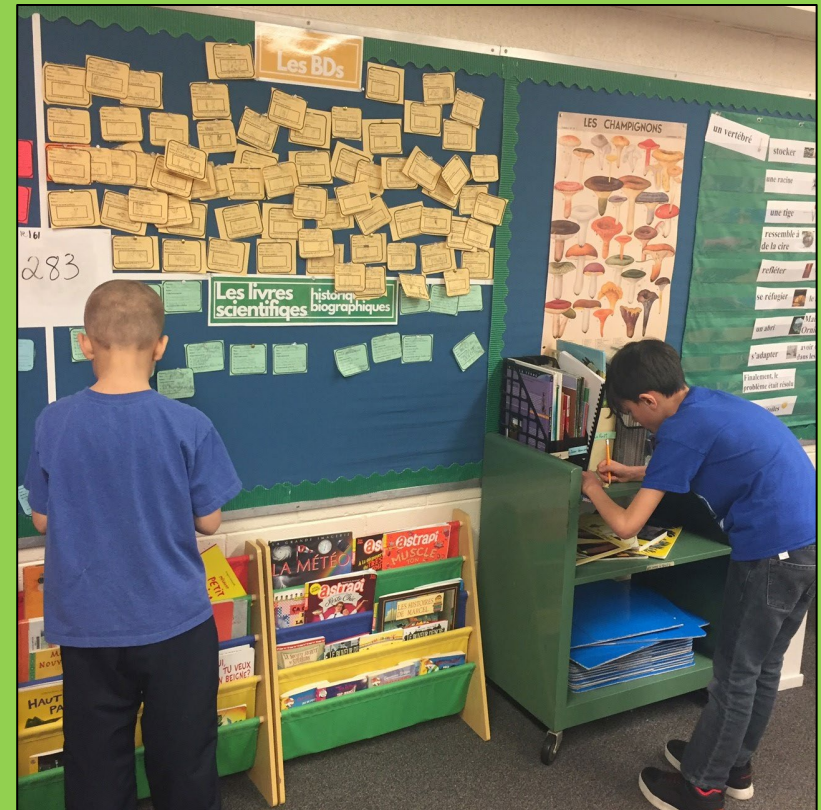
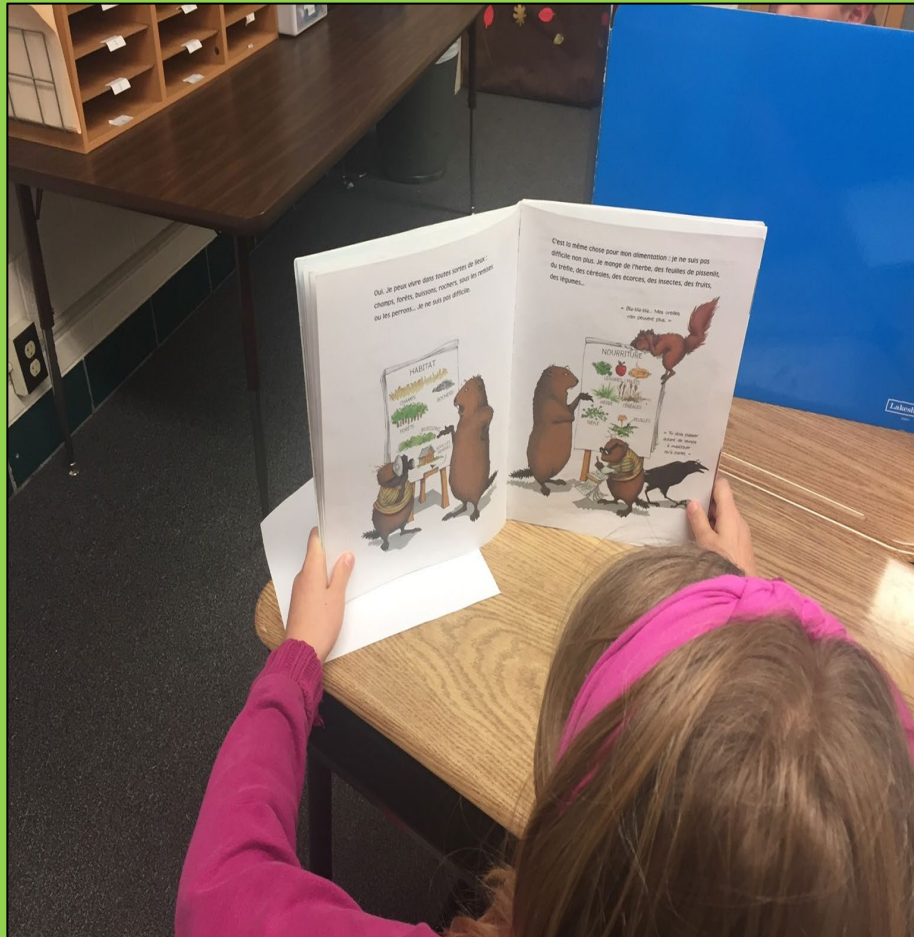
- DLI
- PBLL
- Playable Case Studies

Mixed methods

Interviews Observations Standardized tests Videos

Struggling learners and special needs

# Recoup time by integrating biliteracy



and science



**Immersion  
Education**


**We reap  
what we  
sow!**

**Linguistic  
& Cultural  
Competence**

**PEDAGOGICAL  
Competence**



**Seeds  
of  
Program  
Sustainability**



**future  
teacher**



# How do we harvest them?



Image: Claudia Wollesen



**First, we  
have to  
plant them!**



Image: Center for Language Studies

Publicize  
your  
program

Advertise  
to advisors

Get the  
word out  
(Elementary  
ed.,  
secondary  
W/L)



Issue 1:  
Don't know  
about  
program

Recruitment


Advertise to  
people with TL  
skills (RMs,  
Latinos in  
Action,  
DLI alumni)

Booth at  
Recruitment  
Fairs


Image: Sumitsahare

# Issue 2: Doesn't prepare them for real world

Develop curriculum around  
state expectations



DELAWARE WORLD  
LANGUAGE IMMERSION



**Immersion Guiding Behaviors**

**I use the target language 100% of the time and encourage my students to do the same.**  
(Student Use of Target Language)

**I ensure that I make myself comprehensible to all my students.**  
(Comprehensible input)

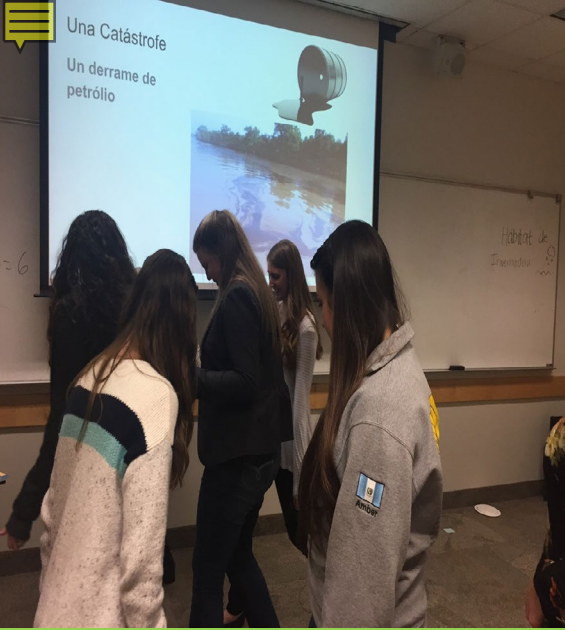
**I check to be sure that all of my students understand the input I provide.**  
(Checking for Understanding)

**I plan learning opportunities that engage all of my students all of the time in the target language.**  
(Engaging all Learners)

**I model steps and directions before asking students to do independent work.**  
(Scaffolding and Modeling)

# Immersion Look Fors





## Issue 3: Too theoretical or overwhelming

Model self-care, social-emotional learning, & emotionally engaging best practices



# Issue 4: Planning is too complicated

Support  
with

DLI Core  
Instructional  
Strategies

templates &  
scaffolding!

**Resource: Scaffolding Reading Activities**

<p><b>Scaffolding Texts</b> (Products, Practices, Perspectives)</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"><li>Construct a clear <b>path</b> through the text</li><li><b>Guide attention</b> to main ideas and important details (formatting)</li><li>Help learners <b>make decisions</b> (informational sign posts)</li><li>Ensure <b>safety and success</b> in overcoming obstacles (scaffolding)</li><li>Help learners <b>engage</b> with the text<ul style="list-style-type: none"><li>Comprehend → Meaning of text (literal, figurative, for self, for society)</li><li>Discuss → Global Issues &amp; Social Problems</li><li>Critically Interpret → Culture</li><li>Apply → Disciplinary Content</li><li>Leverage → Language Patterns</li><li>Share → Learning &amp; Opinions</li></ul></li></ul>	<p><b>Key Principles</b></p> <ol style="list-style-type: none"><li><b>Activate</b> prior knowledge and experiences</li><li><b>Build</b> conceptual and cultural background knowledge</li><li><b>Connect</b> to students' personal lives</li><li><b>Develop</b> scaffolding to help students overcome difficult sections</li><li><b>Engage</b> students with the content of the text</li><li><b>Format</b> the text to improve comprehension</li><li><b>Give</b> students pre-, during, and post-activities</li><li><b>Have</b> students make multiple passes through the text for different purposes</li></ol>	<p><b>Scaffolding Text Structure</b></p> <ul style="list-style-type: none"><li><b>Format the text:</b><ul style="list-style-type: none"><li>Divide it into smaller, more manageable chunks</li><li>Increase the font size</li><li>Double-space between sentences &amp; paragraphs</li><li>Bold main ideas</li><li>Highlight and color code important language patterns</li><li>Add headings, titles, or captions to long passages for orientation</li></ul></li><li><b>Add Features to the Text:</b><ul style="list-style-type: none"><li><b>Hints</b> regarding genre</li><li><b>Images</b> that clarify meaning</li><li><b>Links</b> or QR codes to related texts</li><li><b>Paraphrases</b> of main points</li><li><b>Opportunities to DO</b> something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)</li></ul></li></ul>	<p><b>Scaffolding the Reading Process</b></p> <ul style="list-style-type: none"><li>Engage students with pre-, during, post-reading activities</li><li>Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary</li><li>Read multiple texts on the same topic</li><li>Focus on main ideas, then details, then implications</li><li>Teach reading strategies</li><li>Use activity protocols</li></ul> <p><b>Scaffolding Engagement</b></p> <p>Extract information for a purpose</p> <ul style="list-style-type: none"><li>Annotate the text</li><li>Ask questions</li><li>Categorize</li><li>Compare and contrast</li><li>Highlight words you know</li><li>Identify main ideas</li><li>Illustrate</li><li>Locate important details</li><li>Match pictures to sentences</li><li>Note comprehension (✓, ?, !)</li><li>Paraphrase or summarize</li><li>Predict (Y/N, Word Splash)</li><li>Sequence main ideas, ¶s</li><li>Write headings or titles</li></ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FLANG 302 Planning Handouts ♦ Winter 2020 ♦  
Cherice Montgomery, Ph.D. ♦ cherice\_montgomery@byu.edu

<http://utahdli.org/audiidocuments.html>

Images: Cherice  
Montgomery, Utah DLI  
and Vugar Ahmadov

# DLI Core Instructional Strategies Observation Protocol

School \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_ Class/Period \_\_\_\_\_ # Students \_\_\_\_\_  
 Observer \_\_\_\_\_ Part of Lesson (Beg, Middle, End) \_\_\_\_\_  
 Subject \_\_\_\_\_ Instructional Goal \_\_\_\_\_  
 Class Activity \_\_\_\_\_

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	N/A
---------------------	---	-----------------------	---	------------------	-----

Content & Language Objectives	Write, tally or check observed strategies	Rate
Content objective posted		4 3 2 1 0 N/A
Language objective posted		4 3 2 1 0 N/A
Content objective introduced to students		4 3 2 1 0 N/A
Language objective introduced to students		4 3 2 1 0 N/A
Students interact with objectives: <i>Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner</i>		4 3 2 1 0 N/A
Content objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Language objective is revisited throughout the lesson and at closure		4 3 2 1 0 N/A
Comprehensible Input	Write, tally or check observed strategies	Rate
Visual Support: <i>visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)</i>		4 3 2 1 0 N/A
Context: <i>preview material, activate background knowledge, graphic organizers, storytelling, songs and chants help connect new language with meaning.</i>		4 3 2 1 0 N/A
Adapted Language: <i>speech tempo &amp; complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples</i>		4 3 2 1 0 N/A

6/2016

1



**REDUCE** cognitive load by using state protocols & evaluation forms

<http://utahdli.org/audiidocuments.html>

Image: Gerd Altmann

## Identify the LANGUAGE Objective for the Unit

Plan at least one language, content, and culture objective for your unit.

### Language Objective:

*(What communicative skills will this unit help learners to develop?)*

Students will (communicative function) about (global issue or social problem) using (grammatical structure) and (vocab. topic) at the (proficiency level) level.

#### Communicative Functions

- Ask for directions, info., help
- ~~Circumlocute~~ or paraphrase
- Clarify or verify understanding
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Express dis/agreement, emotion
- Give advice, recommendations, or suggestions
- Hypothesize
- Make appointments or plans
- Make excuses or requests
- Narrate (relate a story)
- Offer or refuse help
- State a preference or opinion
- Support an opinion (with a reason or logical argument)

#### Global Issue or Social Problem

*What will students discuss?*

- Addiction
- Aging/generation gap
- Beauty & aesthetics
- Careers
- Childhood & adolescence
- Climate change, natural disasters, and sustainable development
- Community action, service, engagement, & volunteerism
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy
- Emergency preparedness
- Entertainment/fine arts
- Exploration
- Family heritage/violence
- Fashion
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Homelessness
- Human rights
- Identity & self-expression
- Immigration/refugees
- Innovation
- Peace and conflict resolution
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology

#### Grammatical Structure

- Adjectives
- Conditional
- Demonstratives
- Future
- Imperatives
- Imperfect
- Imperf. subjunctive
- Interrogatives
- Near future (*ir + a*)
- Past perfect (*había*)
- Preterit (past tense)
- Possessive adjs.
- Present perfect (*he*)
- Pres. progressive
- Pres. subjunctive
- Present tense
- Pronouns

#### Proficiency Level

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

#### Sublevel

Low Mid High

# RECYCLE effective processes

## Language Objectives

## Identify the CONTENT Objective for the Unit

**Content Objective:** *What global issue or social problem will learners explore during this unit?*

Students will (critical thinking task) (global issue or social problem) in (cultural context) using information from (academic subject area/career cluster) at the (grade) level.

### Critical Thinking Tasks

**What will students DO with content?**

- Analyze
- Categorize
- Classify
- Compare & contrast
- Confirm cultural interpretations
- Create
- Critically interpret
- Evaluate
- Generalize
- Hypothesize
- Infer
- Investigate
- Justify and defend
- Observe & reflect
- Predict
- Prioritize
- Problem-solve
- Sort
- Synthesize

### Global Issue/Social Problem

**What topic will students discuss?**

- Aging/generation gap
- Beauty & aesthetics
- Childhood & adolescence
- Community engagement
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy & human rights
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy / careers
- Entertainment/fashion/fine arts
- Exploration, immigration, refugees
- Family heritage/violence
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Identity & self-expression
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology
- Women

### Cultural Context

**In what context(s)?**

- Country
- Cultural event
- Cultural issue
- Culturally important site
- Cultural product, practice, or perspective,
- Geographical region
- Historical event or time frame
- Cultural institution or organization
- Social group or setting
- Specific person, group, or subgroup of people

### Academic Subject Area

- Agriculture
- Art & Design
- Business & Marketing
- Construction & Manufacturing
- Education
- Family & Consumer Science
- Finance
- Government
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Safety
- Literature/Humanities
- Music & Performing Arts
- Physical Education
- S.T.E.M.
- Social Studies/History

# Content Objectives



**Culture Objective:**

*(What cultural understandings or experiences do learners need to communicate successfully about the unit theme?)*

Students will (cultural exploration task) in/from/about (cultural context, product, practice, or perspective) using (pragmatic tools or cultural resources) at the (proficiency level) level.

**Cultural Exploration Tasks**

*What will students DO with culture?*

- Explore** culturally authentic artifacts, materials, realia, or texts
- Observe** cultural products and practices
- Reflect** on own culture
- Participate** in cultural activities/practices
- Interact** with cultural communities
- Compare & contrast** cross-cultural similarities and differences
- Investigate** multiple perspectives
- Critically interpret** cultural experiences
- Confirm** cultural interpretations

**Cultural Contexts**

*In what cultural context(s)?*

- Country
- Cultural event
- Cultural issue
- Culturally important site
- Cultural product, practice, or perspective
- Geographical region or location
- Historical event or time frame
- Institution or organization in the target culture
- Profession in the target culture
- Social group or setting
- Specific person, group of people, or subgroup of people

**Pragmatic Tools**

*How?*

- Body language
- Cultural/interactional norms
  - o Distance (proxemics)
  - o Gaze
  - o Register
  - o Silence
- Speech acts (Asking answering questions, correcting, expressing disagreement, implying, interrupting, inviting, rejecting, requesting, suggesting, turn-taking)
- Touch (haptics)

**Cultural Resources**

- Cultural artifacts, objects, or realia
- Cultural informants
- Culturally authentic resources or texts





# Ecological Perspective

Image: Lumix2004

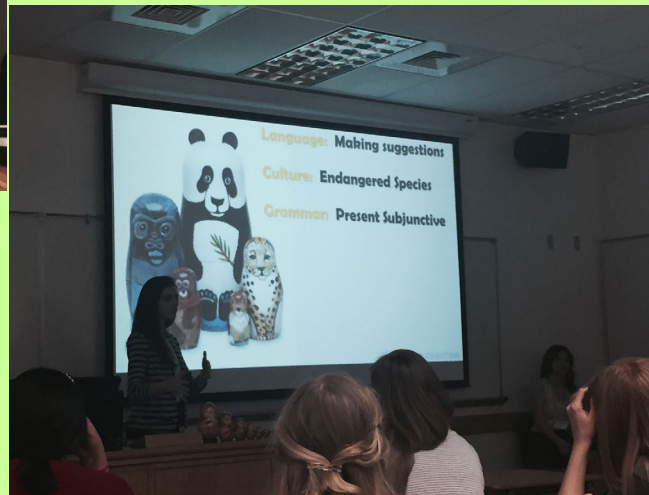
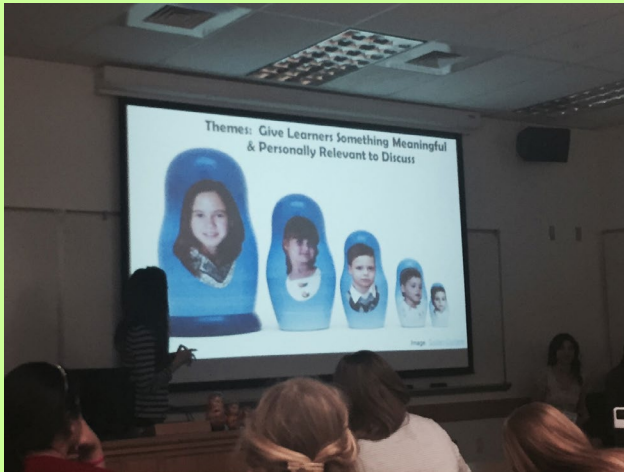
# Issue 5: Inadequate leadership due to high turnover

## Harvest “professionally ripe” teacher-leaders

Curriculum  
Development

Conference  
Presentations &  
Professional  
Development Videos

Project-based  
Language Learning



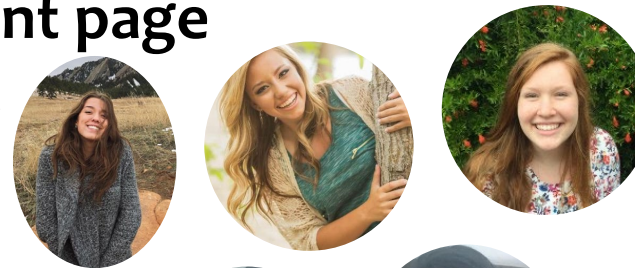
Images: Cherice Montgomery





# Issue 6: Everyone is on a different page

## Develop interdependent systemic partnerships



### District Leaders



### DLI Directors



### DLI Teachers & Program Administrators



### University Faculty

Images: ACTFL, BYU, Center for Language Studies, Edcom, Ellie Gallagher, Global Seal of Biliteracy, L2TREC, Linked In, Kerrie Neu, Pinterest, Research Gate, Twitter



**Evaluation**  
(frequent  
needs  
assessments)

**Ecological  
perspective**  
(interdependent  
systemic  
partnerships)

**Emotional  
engagement**  
(a crucial energy  
source)

**Energy**  
(reduce,  
reuse,  
recycle,  
replenish)

**Intentional  
innovation**  
(models,  
partners,  
processes,  
practices)



**Key  
Contributors  
to Sustainable**

# Sustainable learning produces...





**... renewable energy...**



**... that helps teachers and programs to flourish!**

Image: Gerd Altmann



**Invest in  
renewable  
energy...**

**Early Registration Ends November 15, 2021**

**EMBRACING LANGUAGES AND CULTURES FOR A BETTER WORLD**

**8<sup>TH</sup> INTERNATIONAL CONFERENCE**  
ON IMMERSION & DUAL LANGUAGE EDUCATION

March 2-5, 2022 | Grand America Hotel | Salt Lake City, UT

Register here: <https://l2trec.utah.edu/dliimmersionconference>

**...and watch  
your programs  
bloom!**



Images: Tibor Fazakas. Simon Hilton, & L2TREC