Essential Principles for Success: Teaching Emergent Bilinguals in the 21st Century

Dr. Mary Soto
California State University East Bay
García argues that students in ESL and bilingual classes are bilinguals.

- **Emergent bilinguals** are students whose bilingualism is just emerging.
- ** Experienced bilinguals** are highly bilingual and biliterate.
Teaching should be learner centered
Teaching should go from whole to part
Teaching should develop academic language and content
Teaching should be meaningful and purposeful
Teaching should include interactions to develop both oral and written language
Teaching should support students’ languages and cultures
Teaching and assessment should reflect faith in the learner
Start with the Learner

• Student-centered teaching is focused on each student's needs, abilities, interests, and learning styles. The teacher is there to support their learning.
Who Are Our English Learners?

- Adequate formal schooling students
- Limited formal schooling students
- Long-term English learners
- Potential long-term English learners

We can only provide appropriate instruction if we know our students’ backgrounds in their first language and in English.
Newly arrived with adequate schooling

- recent arrivals (less than 5 years in U.S.)
- adequate schooling in native country (on grade level in L1 literacy)
- soon catch up academically
- may still score low on standardized tests given in English
Newly Arrived with Limited Formal Schooling

- recent arrivals (less than 5 years in U.S.)
- interrupted or limited schooling in native country
- limited native language literacy
- poor academic achievement
7 or more years in the U.S.
below grade level in reading and writing in L1 and L2
mismatch between student perception of achievement and actual grades
some get adequate grades but score low on tests
have had ESL or bilingual instruction, but no consistent program
Potential Long Term English Learners

- students who begin their schooling speaking a language other than English K-5
- parents with low levels of education
- parents struggling financially and/or socially
Talk to a partner about the types of learners you have worked with:

- Adequate formal schooling students
- Limited formal schooling students
- Long-term English learners
- Potential long-term English learners
Getting to know you activities...
I am (first stanza)

• I am (2 characteristics you have)
• I wonder (something you are curious about)
• I see (something you see)
• I hear (something you hear)
• I want (something you want)
• I am (repeat first line)
• I am generous and friendly
• I wonder about my future
• I see my family in the afternoon
• I hear the voice of my brother
• I want to graduate from high school
• I am generous and friendly
I believe in myself
I dream of a good life
I try to play soccer
I hope to have good grades
Positive/Negative Graph

1. Make a list of five of the best things that have happened to you in your life. Next to each event, write your age when it happened.

2. Make a list of five of the worst things that have happened in your life. Next to each event, write your age when it happened.
Best/ Worst

- Come to school
- Meet one friend on soccer
- Play soccer
- Second place on foosball tournament
- Came to Korman
- For first time on the school
- Somebody killed me
- When I lose: the Thompson
- When fight with me: guns
- Somebody: talk, English I don't understand.

0 1 2 3 4 5 6 7 8 10 11 12 13 14 15 16 17 18
Sheyla Saldana
08.24.10

-5
-4
-3
-2
-1
+1
+2
+3
+4
+5

(0) when I was born.
(2) I learned to draw.
(2 1/2) I visited Cancún.
(7) I visited Disneyland.
(10) when I moved to Brownsville.
(12) My grandmother died.
(14) HA HA
(16) USA
(17) in the classroom hall, because Robert was bother me.

(7) when a dog bite me.
1. What five words would you use to describe yourself to me?
   I am happy and romantic.

2. What five words would your mother (father, teacher, etc.) use to describe you?
   My mother says that I am beautiful.
   My mother says that I am very responsible.

3. How do teachers see you (include one who likes you and one who does not, if this is applicable)?

4. What five words would you use to describe school? Tell me about your experiences in school. My school is big and good. I learned understand English the last year.

5. Tell me about your friends. What do you do? Where do you go, etc.?
   My friends are my best friends and wonderful.
   We go to the everywhere.
   I have the ability of understand and

6. In school, what are some of your strongest abilities?

7. Out of school what are your strongest abilities?
   My strongest abilities out of school are listen music and watch a movies.

8. What classes are your favorite? What types of activities do you enjoy most?
   In Mexico my favorite classes was Biology and Geography.
   I like too much listen music also I like write letters.

9. What abilities do your parents admire most about you?
   My parents admire most about me is my strongest.

10. Describe how you get along with others at school and at home.
    I am very friendly at school and at home.

11. If you had the chance to be part of a group or to be an individual, which would you choose and why?
    I want to be part of a group because I don't want to be alone.

12. What is your greatest accomplishment at this time?
    I think. I believe learning some English.
Culture Museum
Culture Museum
cultural graffiti board
An important family tradition is going to the fair with my family and I went on rides. I like going on rides with my cousin and my family.

Omar

Cariño: salimos a las tiendas a comprar comida. Las tiendas en El Salvador se llaman sonsonatas. También íbamos cada año a la feria del pueblo.

Ruth

miércoles 4
Cultural Pinwheel

- Celebrations: Thanksgiving starts a 4-week period which ends on January 6th. No other holidayدة is more celebrated.
- Clothing: The most distinctive is worn on the top of the head and on the neck. It is made of thick wool and worn over a shirt.
- Food: Traditional foods include 'bacalao' (salted cod) and 'patacones' (green plantains).
- Christmas: Starts on December 25th and ends on January 6th.
- Puerto Rico: A prominent culture in the Caribbean.
Think, Pair, Share

• What activities do you use to find out about your students?
• How can you make these activities into language teaching activities?
• Share with someone at your table and prepare to share with the group
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Seven Blind Mice
Ed Young
One day seven blind mice were surprised to find a strange Something by their pond. “What is it?” they cried, and they all ran home.
On Monday, Red Mouse went first to find out.
“It’s a pillar,” he said.
No one believed him.
On Tuesday, Green Mouse set out.  
He was the second to go.
“It’s a snake,” he said.
“No,” said Yellow Mouse on Wednesday.
“It’s a spear.”
He was the third in turn.
The fourth was Purple Mouse. He went on Thursday.
“It’s a great cliff,” he said.
Orange Mouse went on Friday, the fifth to go.
"It's a fan!" he cried. "I felt it move."
The sixth to go was Blue Mouse.
He went on Saturday and said, "It's nothing but a rope."
But the others didn’t agree. They began to argue. “A snake!” “A rope!” “A fan!” “A cliff!”

Until on Sunday, White Mouse, the seventh mouse, went to the pond.
When she came upon the Something, she ran up one side, and she ran down the other. She ran across the top and from end to end.
"Ah," said White Mouse. "Now, I see. The Something is as sturdy as a pillar, supple as a snake, wide as a cliff, sharp as a spear, breezy as a fan, stringy as a rope, but altogether the Something is..."
an elephant!"

And when the other mice ran up one side and down the other, across the Something from end to end, they agreed. Now they saw, too.
The Mouse Moral:
Knowing in part may make a fine tale,
but wisdom comes from seeing the whole.
Discuss

- How could you relate this story to Whole to Part teaching?
Why Organize Curriculum around Themes?

- Students see the big picture so they can make sense of English language instruction
Why Organize Curriculum around Themes?

- Vocabulary is repeated naturally as it appears in different content area studies.
- Through themes based on big questions, teachers can connect curriculum to students’ lives. This makes curriculum more interesting.
Why Organize Around Big Question Units of Inquiry?

- Through units of inquiry, teachers can connect curriculum to students’ lives and backgrounds and draw on their language strengths.
Teachers can differentiate instruction to accommodate differences in language proficiency.
Seeds
Can you identify the seeds?
Semillas
y más semillas

CUENTO POR BRIAN Y JILLIAN CUTTING
Sort and Label Seeds
CLASSIFICATION OF SEEDS
WHAT SEEDS DO YOU KNOW?

<table>
<thead>
<tr>
<th>KIND OF SEED</th>
<th>COLOR OF SEED</th>
<th>SHAPE OF SEED</th>
<th>HOW DOES IT SMELL?</th>
<th>WHAT IS THE TEXTURE?</th>
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What comes from seeds?
Parts of a plant
Labeling and sorting
Veggies used to show concepts.
Plantas y semillas

CUENTO POR COLIN WALKER
Students plant pocket gardens, transplant, and keep a plant growth journal.
Name

My Garden Journal

Type of Seed

Date Planted

Where I Planted
the Seeds

How I Planted
the Seeds
Tell about it.  

Day  

Draw pictures of it.  

Day  

Day  

Day
Observing and recording pocket garden
Growing
Jo Ellen Bogart

Plant a seed
And watch it sprout.
See the tiny
Leaves come out.
Soil and water,
Warmth and light
Help the seedling grow just right.
If it gets
Just what it needs,
It grows up strong
And makes more seeds.
Turn and Talk

- Have you had the opportunity to teach using themes/units?
- What was your experience?
- What themes might you be interested in including in your classroom?
Principles for Academic Success

- Teaching should be learner centered
- Teaching should go from whole to part
- **Teaching should develop academic language and content**
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What is Academic Language?

- The primary function of schools is to prepare students with the content knowledge and the academic language needed to understand and produce that knowledge.
What is Academic Language?

- Students with academic language proficiency can communicate like mathematicians, scientists, social scientists, and literary scholars.
Think about one content area you teach.

What is some of the academic language students need to know?
Teach Language and Content
Students get both language and content
Reasons to teach language and content

- Language is kept in its natural context
Reasons to Teach Language and Content

- Students have real purposes to use language.
Reasons to teach language and content

> Students learn the academic vocabulary of the content areas
Meeting the Standards

- Natascha’s 6th grade class
- All Latino low income children
- Many were long term English learners.
- She used a culturally relevant book to help students meet standards.
To meet the standard:

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

- She began with a summary glove
Summary

During the strike, La Llagra took the strikers to the fields, because they were striking. Esperanza helped Maria and la migra escape from La Llagra.
Summarizing Story Elements

Students were asked to create a CASPAR chart:

Characters, Adjectives, Setting, Problem, Action taken, Resolution.

As they read the chapters, students recorded information on each of these six elements on wall charts.
CASPAR

excited
brave
generous

happy
Adaptable
frustrated
helpful

fields
Sheds
Cabin
Market

that she is poor now
Esperanza does not accept the fact that she is poor now

They may
to escape
from tío

Luis
Esperanza and mama talked about

a job
miguel
shears

They man

They may

They may

They may

They may

They may

They may

They may

They may

They may
**Characters**
- Esperanza
- Chona (Sixto)
- Manolo
- Marta Ramona
- Abuela
- Bertina
- Grandma
- Bartolo
- Father

**Adjectives**
- Happy
- Rich
- Anxious
- Sad
- Worried
- Sympathetic
- Nervous
- Mean
- Horrible
- Bad
- Modest

**Setting**
- Aguascalientes
- Mexico 1924
- Rancho de las Rosas
- House
- Train
- Zacatecas
- California

**Problem**
- Her dad died
- Her dad is late
- Tioluis
- Owns the ranch
- Marcy
- The farm
- The horse

**Action**
- planning
- talking
- (Small talk)
- Washington
- Land and house
- Tioluis becomes rich
- Abuela wears a belt buckle

**Resolution**
- They move away to California
- Cowren's son
- Esperanza
- They both had a bad time
Story Hill

- To help students meet the standard to analyze how events and ideas are introduced, illustrated, and elaborated, Natascha introduced the story hill graphic.

- Students could use the elements from the CASPAR charts to create story hills.
Graphic organizer for Chapter Summary

**Title:** Los Moches Ch 5
**Author:** R.M. Ryan

**Characters:**
- Esperanza
- Marta
- Isabel
- Miguel
- Esperanza's cousin

**Problem:**
Esperanza feels sad, depressed, lonely, and a lack of control over her life.

**Setting:**
Farmworker girl

**Problem Resolution:**
They arrive at the Mexican labor camp.

**Climax:**
Esperanza and Marta exchanged sharp (biting) words

**Conclusion:**
Esperanza has a new enemy.

**Theme/Moral:**
Immigrating to a new country is difficult. Be friendly to new comers, making a new life can be confusing, friends are important.

**Name:** X
**Date:** 11-2-08
**Block:**
Cube Project

Students filled in information on a cube to summarize the novel.

The students listed the protagonist, antagonist, conflicts, resolution, adjectives, and climax on the faces of the cube.
The cubes were then displayed in the classroom.
Character Dolls

Students chose one of the characters and created a doll that listed their characteristics. The dolls were then displayed in the classroom.
Academic language of Social Studies

What would a modern day Instagram page look like for a person who lived in Ancient Egypt?
Academic Language-Social Studies

Students should have the opportunity to engage in activities that allow them to use academic language.

Climate Zones:

Students write and draw about Climate Zones.
Students learn about the elements of a map by creating their ideal or dream country.
Myanmar Country and United States of America are different. Country, different clothing, different food, and different weather and language. Myanmar people more eat rice and meat, soup and vegetable.

Myanmar people use Burmese language. They wear Yin than, Ta Min, Long of. In Myanmar have 3 season: the summer, rain, and winter. In Myanmar have many mountain and hill.

Burmese & American

The differences between my home country and United States is very different. The language, costumes and eating are different. In United States most people only speak one language. They are mostly family, they help each other. The food are very different from my country. I think they like to eat cheese. Spanish language is very difficult to learn, but once you learn it you can use it anywhere. In my school, there are many subject & classes, and class are very nice.

"When I live in America, it seems really hard due to the one. They speak many language. In my country school, teachers speak only Burmese. No homework at all. It's really bad, but I don't want to change my country. Everything is old-fashioned and.
Camila had 5 books. At the store Camila bought 5 books more. How many books did she have total? 5 + 5 = 10

Fernanda had 10 pesos. At the store Fernanda bought 10 pesos more. How many pesos did she have total? 10 + 10 = 20

Te voy a explicar cómo hacer un sándwich.

Primero pones el pan en el tostador. Segundo le pones crema de maní en un lado y en el otro le pones mermelada. Tercero lo pones junto y finalmente te lo comes.
Making predictions, Inferences, forming opinions
I sow wrme. I think it will grow. They were big then before. I think.

Will it grow to be big? 

I don't know science.

Even big then before.

In a house.
How TO MAKE A SANDWICH

First you need to be hungry

Second you should have bread, mayonnaise, ham, tomatoes, lettuce, and cheese.

Next you need to put the mayo first on the bread.

Then put the ham on the bottom of the bread and the lettuce on the top.

Also don’t forget the tomatoes and the cheese after the lettuce and the ham.

In addition you have to make another two sandwiches if you have a hungry brother like me.

Finally get a cool soda and Hot Cheetos to accompany your sandwiches.
How to Make Your Happy Boyfriend Love You Again

First: Try not to cry everything is OK.

Next: You need to have ice cream, chocolate and chip's.

Also: Put in the trash whatever made you remember him.

For example: letters, pictures, gifts.

In other words: be sure you have whatever you like.

Addition: Have your supplies invite friends to your house.
Think, Pair, Share

• What is one activity you do with your students to help them develop academic language?
Principles for Academic Success

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Meaningful Teaching

• Students need to have a purpose for learning academic content

• One way to make teaching meaningful is to connect lessons to students’ lives
Teachers had students write word problems. Younger students wrote the problems working with their parents. They based the problems on their own experiences. The teachers collected the problems and made books with all the word problems. Math scores for students went up as a result of this project.

Today forty-five students in the fourth grade went to see “The Magic Flute.” We walked all the way downtown to see this play. We laughed a lot, but one fifth of the children slept through the program and missed the good parts. How many students stayed awake and saw the whole show?

By Dorixa Ruiz, room 201
Six ladies had two babies each. They all had real good kids. How many babies did they have?_____  Written & illus. by Nicole Morgan, room 206
Scaffolded Instruction
Teaching Idioms

- English language learners have difficulty understanding idioms because they often take them literally.
- The teacher discussed idioms with her students.
- Students chose an idiom.
- They illustrated the literal meaning.
- Then they wrote the meaning speakers express (the nonliteral meaning).
Students began with traditional idioms.
Idiom

Feel blue!

Feeling sad, down or depressed?
What is the idiom "Cat Got Your Tongue?" and what does it mean?

The idiom "Cat Got Your Tongue?" is used to express a situation where someone has been rendered speechless to emphasize their inability to speak.

For example:

"I asked her a question, but she was speechless. I guess she had the Cat Got Your Tongue? reaction!"
Feeding Frenzy!

An aggressive attack on someone by a group!
A CUP OF Joe

A CUP OF COFFEE
AGAINST THE CLOCK!

Rushed and short of time.

DetNet!
Students were given idioms that may occur in different literary pieces. They were asked to write what the idiom meant. Then they were asked to write an equivalent idiom, if possible, from their first language.
Idioms

Look through the definitions of the idioms. Based on the definitions, write an idiom in Spanish that fits the definition.

Example:

English: Buy the farm
It means: To die
Spanish idiom: Se estiro la pata

English: Actions speak louder than words
It means: You can be judged better by what you do than by what you say
Spanish idiom: Una acción vale más que mil palabras

English: Arm and a leg (to pay)
It means: An extremely high price
Spanish idiom: Me costo un ojo de la cara

English: Beggars can’t be choosers
It means: People can’t complain about something they get for free
Spanish idiom: Hemos nacido y con gerne

English: Can’t get your tongue?
It means: Asked of someone rendered speechless to emphasize their inability to speak
Spanish idiom: Te comieron la lengua los ratones
Next students were given a short play script with the idioms underlined.

They were asked to explain each idiom.

Then they were asked to write their own script using several of the idioms.
For each underlined section, write the true meaning:

1. Tough cookie: This means that his girlfriend is stubborn.
2. A chip on her shoulder = She is angry about something
3. Ball and chain = She has Jorge tie up
4. Black maid = She has bad intentions
5. Clean up her act = Improve her behavior
6. In a tight corner = Jorge has not good options to choose
7. Dump her = Break up = abandon her
8. Not playing with a full deck = A person that is not thinking, Jorge is not thinking
9. My ears are burning = Someone thinks someone is saying something about her
10. Swipe left = Some doesn’t believe or agree with what they eat_less said
11. sent me to an arm and a leg = Jorge spent a lot of money on some / an extremely high price
12. Being around the block = Start talk a decision and start another thing different

This means she is angry about something

a chip on her shoulder
Marco: Hey, Juan, what’s up?
Juan: Not much
Marco: Do you know what happened to me yesterday? Make a shot in the dark
Juan: I don’t know
Marco: I crashed my car. My car is dead as a doornail
Juan: That is going to cost you an arm and a leg
Marco: I know. I need to get a job
Juan: Yeah, but if I ask my uncle, he is a fat cat
Marco: You should, that is easier than work, right?
Juan: In my two cent worth, you should get a job and make it by your own
Marco: Well, I will
Juan: Come on, we need hang out today and go to Alex’s
Marco: Today is Alex’s birthday and Rachel would like to come
Juan: That my girl. She is hot
Marco: Right, we must get ready for tonight.
Juan: OK, see you
Marco:
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The Interrelatedness of Language Processes

WHAT A PERSON THINKS

WHAT A PERSON HEARS

CAN BE A BASIS FOR

WHAT A PERSON SPEAKS

WHAT A PERSON READS

WHAT A PERSON WRITES
Language Arts

• The Future Unit
What will life be like in the year **2053**?

Make a poster with your predictions. Include drawings and written descriptions of the following:

- Clothing
- Sports
- Entertainment
- New law
- School
- New invention

Poster Grade (individual)

- Each section has a drawing and a neatly written description _____/20
- All sections are included _____/20
- Creative/interesting _____/60

Total Possible _____/100
The future!

New invention:
• All the cars are gonna fly.
• Pills of food & you can travel to other countries in just seconds by a time machine.

New low:
• Basketball and tennis will be in space.

Clothing:
• The people can’t walk in the streets, they will need to fly.

Entertainment:
• New video games

School:
• You just go to class. Take a seat and the teacher puts a chip in you to learn everything.
Diamond Poem from assigned section

- Pick the most important word from the beginning of this section
- 2 adjectives from your section
- 3 verbs from your section
- 4 nouns from your section
- 3 adverbs from your section
- 2 different adjectives from your section
- a word that represents something important from the end of your section
Game Makers.

swift-footed sizable
swallows travel blasts fireball
BACKBACK woods fireball HUNGER GAMES
NESSLY indefinitely FRANTICALLY
BURN FLATTEN.

fireballs.

Oscar Beltran.
The Hunger Games

Fireball
tremendous, spotless
retch, travel, hear
animals, backpacks, woods, Gamemakers
indefinitely, messily, barely
direct, real
Burn.

Miriam S.
Pick 3 scenarios from Hunger Games and complete the following

- What if ...
- Then ...
- And ...
- And ...
- And ...

What if... Katniss hadn’t found Peeta.
Then... he probably would have died.
And... their possibilities of winning the games
And... being alive would decrease.

What if... Prim hadn’t been born
Then... Katniss wouldn’t have gone to the games
And... everything would be normal in their lives
And... the book would be called “A normal day in Katniss’ life”

What if... Katniss and Gale were lovers
Then... they’re so in love
And... Peeta would be jealous
And... sad of being forever alone.

Jose H. De la Garza
Hunger Games
Ch 1-7 review

• Draw a picture of the most important event from each chapter
• Write a sentence that relates to the drawing
• The overall tone of the chapter is ...
• Copy 2 sentences that relate to the tone
• Describe the most important characters from the chapter
Hunger Games

Asunta G. Borrelli
Jan-26-12

Beginning: Katniss and her sister are scared because they don’t want to be choosen for the Hunger Games.

Middle: Prim the little sister of Katniss have been choosen.

End: Katniss volunteer as Tribute:

Thinking: “I don’t need to shove through the crowd”
Action: “I push her behind me”
Seeing: “He’s looking at me with a pained expression on his head”

Characters:

Katniss  Peeta  Prim  Effie Trinket

Tone: Tense
Valentine’s Day Card

- Peeta to Katniss
- Gale to Katniss
- Katniss to Gale
- Katniss to Peeta
- Decorate both sides of the valentine

- Why you are sending the card
- Specific things you like about that person
- Specific favorite memories of that person
- Hope for the future (together)
DEAR GALE

I'm sending this card because I may not survive The Hunger Games. I will always love your gray eyes, olive skin, and straight black hair. I thought about what you told me. I should've told you that we should run off and live in the woods.
"Katniss
I....."

Dear Katniss,

I know it's cheesy but I am writing this letter to declare my love for you. I love the way you look at me, and the way you get jealous when other girls are around me. When you are around, my hunger goes away and the only hunger I have is for you. That day when they took me from you I was going to say those 3 words you know you want to hear. And I meant it when I said we should just run away together and just forget the world. If you choose me instead of that bread boy, I promise I will always fight for you, even when your heart stops beating... maybe even then. I hope you love me too so that when you get back we could marry.

I LOVE YOU - Gale
Dear Peeta,

I'm sending this card to let you know that I love you so much. I like you for many things, you are so brave and smart, and you are a kind person. I remember when we were in the cave, and then you gave me food when we were little kids. I hope we be together always. I will never like to be separate from you. You mean everything to me!

Be mine!

XOXO
Hunger Games
Newspaper Project

- Page 1 – Breaking News Story from any part of the story plus advertisement
- Page 2 – Obituaries of 5 of thetributes that have died so far –
- Page 3 – Advice – 1 character writes for advice about something from the story and the advice person answers
- Page 3 (cont.) – a comic strip (minimum 5 squares) with a scene from the story
- Page 4 – Weather for the week
- Sports report – Write what has happened in Hunger Games so far – write it as a sports report
Cato District 2
He pushed off the Cornucopia... RIP

Rue District 11
12 years old
Katniss' ally...
WE'LL MISS YOU...
RIP

Thresh District 11
Your brother...
He kills Clove.
RIP

Foxface District 5
Second last tribute to D1E...
We'll miss you.

Glimmer District 1
Your family needs you.
She was a Career.
RIP.
Advice

ADVICE LETTER...

Dear Prim:
I want you to know that I'm giving my best just to come back to our home and to be with you and our mom. But seriously I need you to tell me some wild berries that I can eat, you can use Mom's book. Please help me! I'm starving.

Take care, I love you

Katniss

Katniss:
I miss you so much, you have been awesome. But about the berries I can tell you that you NEVER mean NEVER eat the ones that are named "nightlock" those are too dangerous.
I would prefer just to eat blueberries or something that you know. Take care sister. I hope to see you later.

I love you, Good Luck

Prim.
There is Katniss running as fast as she can, with an arrow and a bow on her hands, jumping some obstacles. She throws an arrow pointing her rival. All what Katniss makes is just to protect her ally Rue. But her enemy is trying to kill Rue and he does. Throwing a knife right in Rue's stomach.
Hunger Games CD Project

- Create a cover for a soundtrack CD for Hunger Games. On the back list 14 songs
- For each of the 14 songs, on a separate paper write:
  - name of the song and artist/group
  - What part of the book will this song be for?
  Write page # and sentence before the song comes on. Why is this song here? Explain.
Soundtrack

1. "Firework"
   Katy Perry
   Pag. 20
   "It's Primrose Everdeen."

   In this part the Effie Trinket
   named a Prim from the
   Hunger Games.

2. "Toma mi mano"
   Belanova
   Pag. 22
   "I volunteer" I gosp."
   When Katniss save to
   her sister against the Games.

3. "Lejos estamos mejor"
   Motel
   Pag. 25
   "when she's reading the name:
   "Peeta Mellark""
   Because they will be enemies.

4. "Que difícil se me hace"
   Pepe Aguilar
   Pag. 34
Discuss with a partner...

• What lessons/activities that have been presented that you could incorporate in your own classroom?
Principles for Academic Success

- Teaching should be learner centered
- Teaching should go from whole to part
- Teaching should develop academic language and content
- Teaching should be meaningful and purposeful
- Teaching should include interactions to develop both oral and written language
- Teaching should support students’ languages and cultures
- Teaching and assessment should reflect faith in the learner
Principles and Practices:

Support of a **multilingual ecology** in the school

- The children’s and families’ home language practices are recognized as a resource and are visible in the **visual landscape** of the school.
MULTILINGUAL ECOLOGY
<table>
<thead>
<tr>
<th>Language</th>
<th>Question</th>
<th>Language</th>
<th>Question</th>
<th>Language</th>
<th>Question</th>
<th>Language</th>
<th>Question</th>
<th>Language</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>How may I help you?</td>
<td>English</td>
<td>Welcome</td>
<td>English</td>
<td>Dobro pozhalovat'</td>
<td>English</td>
<td>huanying guanglin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>كيف يمكنني مساعدتك؟</td>
<td>Arabic</td>
<td>ما هو أسكل؟</td>
<td>Arabic</td>
<td>ما هو اسمك؟</td>
<td>Arabic</td>
<td>تسجيل</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>¿En qué puedo ayudarte?</td>
<td>Spanish</td>
<td>¿Qué idioma habla?</td>
<td>Spanish</td>
<td>¿Cuál es su nombre?</td>
<td>Spanish</td>
<td>¿Quién es el maestro de su hijo?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urdu</td>
<td>ہاں کا نام ہے؟</td>
<td>Urdu</td>
<td>اپ جو زبان ہیں؟</td>
<td>Urdu</td>
<td>کہ ہم ہاں ہیں؟</td>
<td>Urdu</td>
<td>رجسٹریشن</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>Как я могу вам помочь?</td>
<td>Russian</td>
<td>Как тебя зовут?</td>
<td>Russian</td>
<td>Кто ваш ребенок?</td>
<td>Russian</td>
<td>регистрация</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albanian</td>
<td>Si mund fito ndihmon?</td>
<td>Albanian</td>
<td>Si e keni erit?</td>
<td>Albanian</td>
<td>Si e ka emrin familja juaj?</td>
<td>Albanian</td>
<td>A do e mirini ne shteti familjen tui?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent Bulletin Boards: Inform families of services available at the school and in the community.
Multilingual Ecology

Student work in hallways.

2-203

Many Faces from Many Places
Multilingual Ecology

Student work in hallways.

K-211 Celebrates Diversity

Number of students

Countries

Ecuador

Peru

China

United States

Russia

Brazil
Multilingual Ecology in classrooms

Bilingual Library
Working with home language partners in Science

Students discuss circuits in home language groups and record their findings in their journal in English.
Ways to Draw on Students’ Languages

- Students read stories in their home language and retell stories to other students in English.
- Students use bilingual dictionaries or Internet translation programs as a resource.
Ways to Draw on Students’ Languages

- Students are grouped by home languages to discuss in the home language how to do homework in English.
- Students use the home language to discuss homework with parents.
- Teachers invite in speakers of languages the students speak.
Using Cognates to build vocabulary

- civilization
- history
- past
- pioneer
- colonial
- diary

- civilización
- historia
- pasado
- pionero
- colonial
- diario
Other Cognate Activities

- put book pages on an overhead and point out cognates
- have students work in pairs to find cognates in a text
- create a cognate wall
- create a cognate classroom dictionary
Cognates-Building Academic Vocabulary
Cognate/Content Word Walls

- **continent**
  - Africa is the second largest continent.  
    - L'Afrique est le deuxième plus grand continent.
- **equator**
  - The equator crosses Africa.  
    - L'équateur traverse l'Afrique.
- **desert**
  - Africa has three large deserts.  
    - L'Afrique a trois grands déserts.
- **mountains**
  - Africa has mountains.  
    - L'Afrique a des montagnes.
- **savannah**
  - Africa has a savannah across the center.  
    - L'Afrique a une savane à travers le centre.
Multilingual word walls
*scaffold understanding of key vocabulary
* Help EBLs understand key concepts
Ways to Use the Two Languages Together

+ Create bilingual multimedia books and projects
About The Authors

We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.

نا ست

The NEW COUNTRY

Hello!!
Sonia’s dad for the first time had his own car. He drove the family to their new apartment. The apartment had an elevator and Sonia actually thought the elevator was her home. She also thought that when she would press each button, things would pop out. Then when the elevator opened, Sonia saw a lot of doors in front of her. She thought they were all rooms in her new apartment.
This strategy provides students with an advance organizer in their home language for the lesson they are about to study in English.

The preview in the home language makes the English input more comprehensible.
The teacher, a student, or an aide gives an overview of the lesson or activity in the students’ home language.

- Give an oral summary
- Read a book in the first language
- Ask a key question
- Students can work in same language groups to brainstorm what they know on the topic and report back in English
The teacher teaches the lesson or directs the activity in English.

The teacher uses various techniques to make the input comprehensible:

- Visuals/ realia
- Hands on activities
- Collaborative activities
Students classifying seeds
Review

+ The teacher or the students summarize key ideas and raise questions about the lesson in their home language

+ Students can work in same language groups to clarify lesson and then report back in English
Discuss with a partner...

• What are some ways you draw on your students’ home languages?
• Think of one example
• Share with a partner
Principles for Academic Success

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- Teaching should support students’ languages and cultures
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Faith in the Learner

- It is important to challenge students by providing them with high level academic content.
- At the same time, they need support to make the curriculum comprehensible.
The act of teaching is an act of faith in the infinite possibilities... in the life of every child.

Ned O'Gorman
Cummins quadrants

- **BICS**
  - conversational fluency
  - context
  - embedded

- **CALP**
  - academic language proficiency
  - context
  - reduced

- **A** cognitively undemanding
- **B** cognitively demanding
- **C**
- **D**

Target for teaching
Activities for Each Quadrant

**BICS**
- Discuss the weather
- Interview a classmate and write a short biography
- Teach a science lesson about solar eclipses using visuals
- Role play a historical event

**CALP**
- Discuss a sports event in past or future
- Read a social studies text
- Take a standardized test

**Context**
- Embedded context
- Reduced context

**Cognitively**
- Undemanding
- Demanding
Cognitively Demanding
Context Embedded

- Using visuals
- Realia
- Cooperative Learning
- Videos
- Same language discussion groups
- Project Based Learning
Discuss with a partner…

• Think of a lesson or activity you have done in your classroom that you would consider cognitively demanding and context embedded.
Contact Information

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