Presentation Guide: Implementing Spanish Language Arts

Content:

- ➢ **Presentation Outline and Timing**
- ➢ **Activity 2 Outline Worksheet**
- ➢ **Mini Informational Spanish Language Arts Teacher's Guide**
- ➢ **Presentation Survey**

Presenter:

ADRIALIZ SERRANO

Implementation of Spanish Language Arts:
Presentation Outline

Presenter: Adrializ Serrano

Date: Monday, May 23, 2016

Time: 2:15-3:15 (Presentation to begin at 2:30 after Council Updates)

Location: John James Audubon School #33; Dual Language Council Meeting Room B211

Materials

- ✓ Smart Board
- ✓ Activity 2: Outline Worksheet→ Copies
- ✓ Exit Ticket Survey→ Copies
- ✓ Pens
- ✓ Mini Teachers Guide→ Copies

Time Outline

- **2:30-2:35** → Brief Introduction of Project and Material to be covered in presentation
- **2:35-2:40** → Activity #1 and Big Question Group Discussion
- **2:40-2:55** → Presentation of Research
- **2:55-3:05** → Activity #2
- **3:05-3:15** → Activity #2 Presentation and Group Discussion
- **3:15** → Exit Ticket: Survey

Activity 2: Spanish Language Arts Implementation Outline

Grade Level:_____   Total # of Instructional Hours: **5.5 Hours**

_____Hour Language Arts Block:

_____Hour Math Block:

_____Minute Science Block:

_____Minute Social Studies Block:

Teacher's Guide:

Implementation of

Spanish Language Arts

By: Adrializ Serrano

Note:

Hello, my fellow bilingual teaching peers!!! Here is a mini guide I created to help guide you in future planning of implementing more Spanish Language Arts into your instructional day. This guide is not intended to be used as a mandatory way of how to implement more Spanish Language Arts in your class, but rather a resource of ideas to make your planning a little easier. I hope you find the guide useful and the resources valuable because we know how difficult it is to find great tools and materials in Spanish.

~ Adrializ

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Table of Contents

1. <u>Dual Language Classroom</u>

A bilingual classroom is like no other classroom in a school. This classroom is filled with a diverse student population who speak another language. As teachers, it becomes our goal to ensure our physical classroom environment is created around the needs of our students. Students in a bilingual program need constant exposure to both languages that they are learning. The Gomez & Gomez Dual Language model suggests several options for teachers to create the enriching bilingual classroom (Gomez, 2016). Here are a few things to consider for your classroom:

- ✓ <u>Labeling classroom items in both languages</u>. This would help students who identify items they see and use on a daily basis and build on social vocabulary. Gomez (2016) suggest the classroom have a least 25 items labeled and many of the suggested labels can be found on <u>http://dlti.us/3.html</u>.

- ✓ <u>Making the languages distinguished by labeling items in each language a different color</u>. This idea of making separation of language by color comes from Gomez (2016), who suggest English items be labeled in Blue and Spanish in Red. This allows students to separately identify the languages.

- ✓ Use and development of Word Walls. Word Walls become an active word bank of words students can use as they are building their vocabulary of new materials. Word walls "assist children increase vocabulary and develop independence in their reading and writing" (Pérez, Torres-Guzmán, 2002, pg. 103). Word walls should be actively updated and revised with any new vocabulary by the students.

- ✓ Learning in Bilingual Pairs or Groups:

  - o These groups must be heterogeneous pairings that consist of "learners dominant in English are paired or grouped with learners dominant in the non-English language" (Gomez, 2016).
  - o In these groups, students need exposure in "all subject area instruction and for participation in bilingual learning centers, resource centers and other enrichment activities" (Gomez, 2016).

- ✓ Gomez (2016) suggest the implementation of bilingual centers:
  - o Centers must be engaging and interactive subject-based learning activities.
  - o All materials and activities must be available in both English and Spanish.
  - o The centers must allow for cooperative and differentiated learning.

2. <u>Spanish Language Arts</u>

In a bilingual classroom it is important to continue the use and teaching of the native (home) language. Spanish Language Arts is an important instructional block to build into your daily schedule. Building and growing the native language reading and writing will help the student's mastery of the second language, but also build on the skills among the content areas. Here are a few things that may help you develop an awesome SLA block:

- For early literacy skills or help in reading in Spanish introduce and implement phonics instruction. Begin with the vowels. After the vowels are mastered by the students, then syllables are introduced. Once the student masters the syllables, then the student is ready to begin to read words. After the student has built a wide range of vocabulary and can decode words, then he/she are ready to read sentences leading him/her to books (Pérez & Torres-Guzmán, 2002).
    - o For primary students "El monosilabo" videos are great tools for teaching students phonics. Simply search "El monosilabo" on YouTube to find an array of videos beginning with vowels. (P.S. the songs are going to be very catchy!!)
    - o Estrellita is an awesome program as well to introduce phonics and writing in an accelerated rate.
        - ▪ Check out the program at www.estrellita.com

- Guided Reading: Guided reading groups are very important!! The creation of guided reading groups is a good way to differentiate reading by student level. Doing DRA's or running reading records are a great way to organize students by groups.
    - o Reading A-Z has a lot of text in an arrange of Lexile and DRA
        - ▪ https://www.readinga-z.com/
    - o Finding trade books or non-fiction that go along with a topic that is being covered in Science or Social Studies.
    - o Doing an author study and reading text if available in Spanish.

- Reading and Writing in diverse genres:
    - o The use of thematic units in reading and writing becomes essential to develop reading and writing skills. Students should receive instruction and exposure in diverse genres of reading and writing such as poetry, drama, fiction, non-fiction, narratives, biographies, etc. (Pérez & Torres-Guzmán, 2002).

- Introduce sight words to build vocabulary.

- Centers, Centers, Centers!!! Learning centers are awesome to create to develop skills can practice on their own with peers. Centers can be differentiated with an array of material based on the student. A general theme (or a focus skill) can be picked and be the general focus of the centers for the week.
  - Center ideas:
    - Listening: Audio Books on Cassette/Cd/Digital, Pod Cast
    - Videos: YouTube and other websites have an array of videos that you can place on a playlist for students to watch and complete activities on.
    - Folder Games
    - Writing: Have students write in different genres (poetry, expository, etc.). Give students Rubrics they can do self-evaluation or Peer evaluations
    - Vocabulary: Games, Spelling and Sight Word Activities

3. <u>Other Content Areas</u>

Integrating Spanish instruction in the other content areas is very beneficial to continue the maintenance and development of the language. Students are able to develop an immense amount of vocabulary along with language skills in other content areas. These are a few ideas for instruction in the other content areas:

- Math & Science:
    - Math and science are content areas that can be taught in both languages. These two content areas have much vocabulary that have cognates. Cognates are words that are similar linguistically and have the same definition. Math is a universal content area because numbers are universal; wherever you go 2+2 will always be 4 no matter where you are and which language you speak.
    - Many of the Common Core Math Modules are translated on the Engage NY websites. Here is a link to view those modules:
        - https://www.engageny.org/resource/translated-modules

- Social Studies:
    - Social studies is a content area that can be taught in both languages, but requires a lot of differentiation based on language mastery. Social studies requires a lot of reading and writing. Many activities for this content area can be integrated in the SLA block. Videos and artifacts are great to use with students.

- Projects and assignments can be done in either language where students can work in groups or individually.

- An on-going student dictionary can be created where students can keep a list of new vocabulary with both languages and definitions.

- Silent Teachers (Classroom Posters) can be posted around the classroom in both languages with information, topics, skills, and vocabulary.

4. <u>Great Extra Resources</u>

Here is a list of great bilingual websites that carry an array of material and resources that come in both English and Spanish. *** Please note that some of these websites require subscriptions that may be available through the school district, purchased by the school, or personal subscription.

- Teachers Pay Teachers: Array of teaching materials created for teachers by teachers. This website has several bilingual resources available. You can even create and share any of your homemade materials to sell on the website.
    - o www.tpt.com

- Super Teachers: Super is a great resource! Most recently they have been adding material that is bilingual. Stay tuned as more materials are added!!
    - o www.superteachers.com

- Edhelper: This website has a ton of resources for both languages from reading to math for grades PreK-6.
    - o www.edhelper.com

- Twinkl: This UK website has a ton of Common Core aligned materials many of the materials are bilingual. Be sure to click the U.S. link of resources!
    - o [www.**twinkl**.co.uk](www.twinkl.co.uk)

- Brainpop & Brainpopjr: These websites have a ton of great educational videos and activities with many of them in both languages.
    - o www.brainpop.com
    - o www.brainpopjr.com

<u>Great Websites for the Kids!!!!</u>

- www.dreambox.com
- http://www.cuentosinteractivos.org/
- Also look on the app store for a ton of interactive bilingual apps!!

References

Gomez, L., Dr. (n.d.). Dual Language Training Institute. Retrieved April 14, 2016, from
    http://dlti.us/3.html

Pérez, B., & Torres-Guzmán, M. E. (2002). *Learning in two worlds: An integrated
    Spanish/English biliteracy approach* (3rd ed.). Boston, MA: Allyn and Bacon.

Implementation of Spanish Language Arts Workshop Survey

1. How informative was this workshop/presentation?

☆ ☆ ☆ ☆ ☆

2. Will the information gained from this presentation help with future Spanish language instruction in your classroom?

☆ ☆ ☆ ☆ ☆

3. Are there any topics discussed in the presentation that you would like additional information on?

4. Do you have any additional questions?