

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
 August 2, 2000

WEDNESDAY - PLANNING FOR INSTRUCTION

This is where "the rubber meets the road"! Topics include: building each lesson around both content and language objectives (content-obligatory/content-compatible language objectives); building a linguistic syllabus for the program (scope and sequence for language structures); the importance of sequence and planning when integrating language and content objectives; and selecting activities for maximum language acquisition potential. I will share specific math and science lessons. We will plan lessons using a framework and share them with the group. If time permits, we will build this into the bigger picture of Conceptual-Thematic Unit Design.

Time	Topic	Implications
8:40 AM	<p>Present today:</p> <ul style="list-style-type: none"> ▪ Regla Armengol ▪ Maria Buceta Miller ▪ Nicole Silver ▪ Dolly Morales ▪ Mercedes Sandoval ▪ Tori Moroney ▪ Michele Anciaux ▪ Sandra Hernandez ▪ Beth ▪ Karen Kodama ▪ Paul Aoki 	
8:45 AM	<p>Debrief Parent Meeting</p> <p><i>What went well?</i></p> <ol style="list-style-type: none"> 1. Modeling the lesson took it from the abstract (scary) to the real (concrete. When they could see and feel it, they could grasp it. It clearly illustrated the strategies: <ul style="list-style-type: none"> * simple, precise language * realia (cues to meaning) * controlled environment (produced high success possibility) 2. Opportunity to reduce anxiety in a group setting 3. Error Correction – No, Some, Fluent 4. Pace of language (seemed slow to parents, but actually good for kids – esp. at beginning). Receptive language progresses quickly. 	<ul style="list-style-type: none"> ▪ To show a lesson for parents, pick a lesson that is “fool proof” – nothing can go wrong. Practice it in advance.
	<p>To do:</p> <ul style="list-style-type: none"> ▪ Compose welcome letter (mention the Spanish song tape) ▪ Plan follow-up meeting (about 3 weeks in) ▪ Plan for Welcome Walk-through August 31 – how to be sure to speak Spanish there (so kids don't see Spanish immersion teacher speaking English as first impression) 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ How can parents help? Frustration about the language barrier. ▪ Clear guidelines for parent interaction & staff interaction. ▪ How to provide more time for reflecting and planning together?

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	<ul style="list-style-type: none"> ▪ Brainstorm with Beth about routines, questions that are likely to come up, supply list, lunch time, etc. Set deadline for sending out Welcome letter. ▪ Plan for Volunteer Table outside classroom ▪ Create guideline document for staff (and parents): Goals of immersion program, Guidelines... ▪ Talk with Karen about planning time for teachers to work together. (Get common planning time – half hour - when kids at specials. 2nd & 3rd Wednesdays staff meetings could be use for team planning.) Maybe see if can buy time by using IAs to help with travel time, reading stories – something to free up time for teachers to meet & plan. Maybe use floating “sub” (certificated). 	
9:30 AM	Break	
9:45	<p>Language and Content Activities Cummins’ Quadrants (Jim Cummins, 1981) Language of school is different type of language than the language of Basic Interpersonal Communication Skills</p> <ul style="list-style-type: none"> ▪ Cognitively Undemanding (Easy) vs. Cognitively Demanding (Hard) ▪ Context-Embedded (Clues) vs. Context-Reduced (No Clues) <p>In Immersion classroom, functioning in quadrant: Cognitively Demanding (Hard), Context-Embedded (Clues). So make a lot of graphic organizers to help them see (clues). Active participation. Real things (like water).</p>	<p><i>(handout #1 – Language & Content Activities)</i> <i>(handout #2 – BICS and CALP)</i></p>
10:00	Reading article from Fairfax Training Discussion	<i>(handout #3 –article)</i>
10:30	<p>Heath (1986) – Six kinds of language demands in the American Curriculum: 1. Label & describe: objects, events, information</p>	<ul style="list-style-type: none"> ▪ Provide visuals ▪ Label the room (can order labels & laminate them) ▪ Label events (by stating command slowly and clearly “Pon el papel.”);
	2. Recount past events or Order & Format	<ul style="list-style-type: none"> ▪ Show schedule, predictable routines (with pocket chart: 9:00 AM Circulo) ▪ When giving directions, put 1 finger up for “first,” etc. ▪ Language Experience Approach – recount events orally, then in writing (recount story of field trip to

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		zoo – write it down (in Spanish) as they recount their experience (in English) – becomes a class book.
	3. Language to follow directions, procedures.	<ul style="list-style-type: none"> ▪ Example: how to sharpen your pencil. How? Do it with Direct Instruction. ▪ Idea: create a big book of some of the procedures; save it so that new kids can go over it with a buddy. ▪ Use line drawing (e.g., toilet) and write down the phrase, i.e. Can I go to the bathroom? <p>Management Routines –</p> <ul style="list-style-type: none"> ▪ Use your body to show the meaning (e.g., sit here, stand up, got there). ▪ Use the kids to model what you want them to do. ▪ Use the language as you describe each step
11:00	4. Language to sustain and maintain social interactions.	<ul style="list-style-type: none"> ▪ Teach it in the context. ▪ “Too bad.” “Please.” “Good job” ▪ They happen. Model for them.
	5. Obtain information, clarification.	<ul style="list-style-type: none"> ▪ “I don’t understand.” “I didn’t hear.” ▪ Have sentence strips up on board. ▪ Listen to kids to see what they need (“I need help, Senora Armengol.”) – Say it in 1st person so they hear what they say. ▪ Do role play at the beginning of class (to practice what they mean).
	6. Language to create new information.	<ul style="list-style-type: none"> ▪ Hardest to do! ▪ Use tools they already know, then apply them in new way. ▪ Example: Writing Journal – begin with copying (Me llamo...), then develop to self-generated language (describing continents). ▪ Can order My Picture Journal from Fairfax County. ▪ Can apply skills of story writing (beginning, middle, end) learned in English to Spanish.
	<p>Discussion:</p> <ul style="list-style-type: none"> ▪ If they ask in English, just respond in Spanish or help them. For example, if they want to say something that they don’t already know, write it for them (on their paper). 	

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11:25	Break	
11:30	Video: Example of all Six Types of Classroom Language used in a 4 th grade ESL class.	<ul style="list-style-type: none"> ▪ Construct the activity to cause them to talk in target language and talk, e.g., one child doing the action, kids knew all the concepts already (crest/trough of wave). ▪ Kids get opportunity to produce comprehensible output. ▪ Strategies: e.g., <ul style="list-style-type: none"> - limit time (1 minute to write) - activate prior knowledge (wave) - draw while listening - repetition
11:45	Lunch	Then look at Content Obligatory and Content Compatible Language.
12:50	Planning for Language Define language in two ways: <ul style="list-style-type: none"> ▪ Content-obligatory language – what’s necessary to comprehend the concept being taught ▪ Content-compatible language – easily integrated into content objectives of a language → gives students opportunity to practice, refine, and expand language 	(handout #4) Content-compatible language: <ul style="list-style-type: none"> ▪ Plan for language in advance (e.g., if want to talk about the color of leaves on Friday, on Monday teach the colors using blocks that are red, yellow, brown, and green) ▪ See what language interests the kids (e.g., if sports are what they talk about on Monday morning, use sports to create a math graph)
	Functions of Language <ul style="list-style-type: none"> ▪ Socializing ▪ Exchanging information ▪ Getting things done ▪ Expressing attitudes ▪ Organizing and maintaining communication 	(handout #5) Examples: Habitats: the Desert – create Museum exhibit in the classroom and the “Theater of the Desert.” Create books about each animal they researched. Parent helped them make masks for a play. Kids wrote their own play (improv) with a native speaker as director/writer. Could use English while creating it. Had assistant (and parent volunteer) help them write it in Spanish. Creating the play forced them to use other functions of language besides the language of school.

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		<p>When the play is written up, then the script becomes their reading material. By the time they perform it, it's perfect Spanish.</p> <p>Perform the play for about 6 weeks. Whole school comes by to see the museum and the plays. (Rotate groups who present them.)</p> <p>Private showing for the parents before opening it in the Museum.</p>
1:11	Video: Play	Great opportunities to use the content-compatible language using drama.
1:20	<p>Grammar</p> <p>For grammar, use the same pattern over and over again, and they'll begin to learn the grammar structures, for example, question formation or Yo fui...</p> <p>They will learn by using. After 3rd or 4th grade, can have more focused grammar instruction.</p> <p>Grammar is everywhere.</p> <p>Comparatives – measuring activities.</p>	<p>Use science books for pictures (e.g., desert animals), even if the text is too complex. Volunteers can simplify the language.</p> <p>To practice grammar: Game: Zip around Yo tengo 5. Quien tiene 3 mas? Variations: I have 50 cents. Who has \$3 more? I have 2:00. Who has 30 minutes more? By the end of the year, they will not say *Yo tiene. (Order book: <i>Chains</i>)</p>
1:30	<p>Planning for Language Worksheet</p> <p>Content-Obligatory Language Objectives</p> <ul style="list-style-type: none"> ▪ Vocabulary ▪ Functions ▪ Grammar <p>Content-Compatible Language Objectives</p> <ul style="list-style-type: none"> ▪ Vocabulary ▪ Functions ▪ Grammar 	<p>At the beginning it's a lot of work, but over time becomes automatic.</p> <p>This is the language the teacher will say (not necessarily the kids).</p> <p>Example Flota o se hunde: Content-Obligatory Language Objectives</p> <ul style="list-style-type: none"> ▪ Vocabulary: <ul style="list-style-type: none"> Numbers 1-10 It floats It sinks more less graph ▪ Functions

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		Stating a fact Comparisons Hay mas que flotan. ▪ Grammar Question formation Does it float? Does it sink? How many are there?
1:40	Plan one lesson with Content-Obligatory and Content-Compatible Language	(handout #6)
3:15	Finish Up	

IDEAS to Consider

1. Order labels for objects in the room. Laminate them.
2. Instructional Assistant. Can an IA be in the classroom by themselves with the children?
 Karen: Yes, if the certificated teacher is nearby to check in. Idea for using IAs to create more time for planning for the K, 1 teachers twice a week. They should also be viewed as Spanish speaker (not as broker/translator).
3. Need to teach all of this to the Instructional Assistants.

Regla to do:

1. Language development for children – 2nd/3rd language learners. (Info to share with parents)
2. Find the publisher for *Chains* book (or send the book).

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Time	Plan (1 st grade – Dolly)	Need
	<p>Orientation – 1st Day Counselor/Helper (not IA) English speaker (e.g., counselor) helps the kids put their things away, etc.</p> <p>Then, she talks to the kids about what it will be like learning a language.</p> <ul style="list-style-type: none"> ▪ Do you know some people who speak Spanish? ▪ Senorita Morales can understand English, but will only speak Spanish in this class. <p>Talks about all the concerns about physical self.</p> <ul style="list-style-type: none"> ▪ What about if you need to go to the bathroom? ▪ Does anything worry you about being in this class? <p>Fire Drill – Have counselor show kids where to go.</p> <p>During Center Times: Have assistant walk group of 8 around the building to see library and other rooms. Take photo of 2 kids in different places (to make a book).</p> <p>Use manipulatives at the Center – just free play. Pattern blocks and drawing paper.</p> <p>As a group: Teach them a song, e.g., Buenas Dias.</p>	<ul style="list-style-type: none"> ▪ Counselor (or other person who can speak English to the kids) ▪ Route for Fire Drill ▪ Need to label rooms in school (e.g., Library, Office, Lunchroom) ▪ Camera to take pictures of tours (with kids) (could take digital camera) ▪ Song words (Buenas dias) ▪ Buy <i>First Start in Spanish</i> – use color drawings for topics (e.g., classroom – pencil, desk) and provide visuals for songs – check with ESL teachers “concept cards” ▪ Pocket Chart (big) ▪
	<p>Rules – have illustration of the rules on large construction paper. Don’t go over them the first day. Can buy pictures, e.g., (little girl tripping) “Walk, don’t run” – then write down the Spanish beside the picture.</p> <p>Very simple rules. Regla had 3 rules, e.g., <i>Respect.</i> <i>Walk, don’t run.</i> <i>Wait your turn to speak.</i></p> <p>If kids come up and say in English “No running in the classroom.” – You acknowledge in Spanish with the visual and lots of body language.</p> <p>Don’t give them a Spanish name because it’s not FLES. If they ask to (e.g., Alfred – Alfredo), then it’s OK.</p>	<ul style="list-style-type: none"> ▪ Visuals for Rules (e.g., Walk, don’t run.)

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Time	Plan (1 st grade – Dolly)	Need
	<p>Distinguishing Groups (AM/PM)</p> <ul style="list-style-type: none"> ▪ Color code everything, e.g., Morning is Red Group, Afternoon is Blue Group ▪ Folder colors ▪ Name cards <p>- colored paper with name from computer - tack down with masking tape - use clear packing tape to cover them - tack them down side by side (blue/red)</p> <ul style="list-style-type: none"> ▪ 	
	<p>Math – Counting Letters in Name (1st day)</p> <ol style="list-style-type: none"> 1. Model with the class what they need to do, e.g., write one letter in each box T A R A (blank) (blank). You can use a puppet (with a nametag on string around his neck) to show him. 2. Prepared in advance: strip, pencil, scissors – for each child. 3. Tell them to put a letter in each box. 4. Teach them scissors, cut – have them cut off the length that’s not needed. 5. Then have Table 1 go up to the board and put their names on the chalkboard. (Have tape already there for the kids). 6. Once the name is on the board, kid sits on the floor. 7. Then in group: Cuantos hay? Uno, dos, etc. Hay siete nombres. etc. Then do mas and menos. <p>If you like, you can create a personal version of the graph for the kids to fill out. That would become Math Lesson for the next day.</p>	<ul style="list-style-type: none"> ▪ Sentence strips with equal squares ▪ Figure out size of strips (according to lengths of names) ▪ Fix key (1, 2, 3, etc.) to put at bottom of chalk board. Laminate the strips ▪ Prepare a strip for each child with at least 4 squares (more than they need for their name) ▪ If you put the graph on butcher paper (instead of on chalk board), you can move it into the hall. <p>Objective: Number sense – teaching 1 on 1 correspondence.</p>
	<p>Theme – All About Me Book Me llamo... (then picture) = 1st page</p>	
	<p>Future Planning</p>	<p>Things to collect (for science, etc.):</p> <ul style="list-style-type: none"> ▪ buttons ▪ lids (good for size) ▪