

John Stanford International School
Language Immersion Boot Camp with Regla Armengol
August 3, 2000

THURSDAY - LITERACY AND LANGUAGE ARTS IN THE IMMERSION CLASSROOM

Topics include: developing a language base for literacy using all modes of communication and a discussion of more formalized reading and writing instruction.

Time	Topic	Implications
8:30 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 Hernandes ▪ Paul Aoki (part of the day) 	<p>Two Spanish teachers from Hamilton also stopped by briefly in the afternoon.</p>
	<p>Schedule</p> <p>Discussed issues with the scheduling of immersion classes. Need to discuss with Karen.</p>	
9:40 AM	<p>Curricular Objectives -> Activities</p> <ul style="list-style-type: none"> ▪ Do the activities promote <u>both</u> content and language development? ▪ Are they hands-on, experience-based activities? ▪ Are they intrinsically interesting and cognitively demanding (using your brain)? ▪ Do you have adequate resources for this activity? - materials and manpower ▪ How easily can the activity be performed in a classroom or outdoor setting? (e.g., cooking) ▪ Are the activities age appropriate? ▪ Can the activities be realistically completed over a 4-6 week period of time? ▪ Do they BUILD upon the linguistic syllabus? ▪ Are there opportunities for Listening, Speaking, Reading, and Writing? 	<p><i>(handout #1 – Curricular Objectives)</i></p> <ul style="list-style-type: none"> ▪ Maybe can't make fried plantains, but maybe tortillas are OK. ▪ Need a language scope and sequence (which language the kids will leave with at the end of K, 1st grade, etc.)
	<p>Discussion about Rubrics, etc.</p> <ul style="list-style-type: none"> ▪ Examples from Key School in Arlington ▪ Example from Fairfax County – Linguistic Syllabus <p>As you go through the year, almost use it as a checklist of what language has been covered.</p>	<ul style="list-style-type: none"> ▪ Check out BOC report card/rubric form (might work for Spanish language, too)

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10:04	<p>Conceptual Thematic Unit Bringing your objectives under one umbrella. Start with the concepts, then figure out the theme.</p> <p>Why Use Conceptual Units?</p> <ul style="list-style-type: none"> ▪ Provide broad concepts that are meaningful to the students ▪ Concepts are reinforced across the curriculum. ▪ Students make connections among many disciplines. ▪ Content supports language acquisition. ▪ Regular classroom supports foreign language through exposure to same concept. ▪ Less negotiation of meaning. 	<p>Conceptual – because the theme relates to the concepts.</p> <p>When doing a Conceptual Thematic Unit, both Spanish and English teachers collaborate on it. For example, in Science (Spanish) may learn about the sun evaporating the water. Then in Language Arts (English) may read a book that has mist – can ask kids about what evaporation is. Murals are labeled in Spanish in one classroom and English in the other.</p> <p>Learning is basically about making connections. This leads to less negotiation of meaning (because lots of cues).</p>
10:10	<p>Unit: Desert Life Concepts: 1. A variety of specific characteristics define a habitat. 2. All living things adapt to their environment in order to survive.</p> <p>Major Unit Sub-Concepts:</p> <ul style="list-style-type: none"> ▪ Adaptations of plants and animals to their environments ▪ Food Chains ▪ Conservation <p>Content Concepts:</p> <ul style="list-style-type: none"> ▪ Science: Habitats, Animal Classes, Characteristics ▪ Social Studies: Geography ▪ Math: <p>Learning Strategies:</p> <ul style="list-style-type: none"> ▪ Research ▪ Strategic Reading ▪ Self-Monitoring ▪ Problem-solving ▪ Map Skills ▪ Grouping by Attributes ▪ Measurement <p>Vocabulary:</p>	<p>Example from Science program.</p> <p>(handout #2)</p> <p>Same concepts could be done in other thematic units (e.g., Rainforest). The concepts have to be deep and broad – to pull in all activities.</p>

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	<p>Lessons/Activities:</p> <ul style="list-style-type: none"> ▪ K-W-L chart ▪ Experiments ▪ Paint a desert mural and label it ▪ Desert A-B-C book ▪ Display and observe desert plants ▪ Make 3-D masks of desert animals <p>Functional Language</p> <ul style="list-style-type: none"> ▪ Responding to questions ▪ Stating characteristics ▪ Describing the desert ▪ Identifying locations of deserts ▪ Describing the desert with adjectives ▪ Describing an animal and its behavior 	
10:23	<p>Sequencing Objectives</p> <p>Objective 1: Students will become familiar with the characteristics of a desert habitat.</p> <p><u>Hands-on/experience-based activities:</u> Locate deserts on a world map Begin with K-W-L chart Vocabulary list Experiments Paint a desert mural and label it Desert A-B-C book Desert songs, poems, riddles Desert factbook</p> <p><u>Supporting materials:</u> Visuals, NatureScope, content books, songs</p>	<p>Follow the plan of the book – because someone has done a lot of research to do those. Book begins with “What is a desert?”</p> <p>Laser disk: Windows on Science ??</p> <p>Need to order big pull-down map in Spanish.</p> <p>Note: They may do things from several objectives at once. Build and start different things at the same time.</p>
	<p>Web – Overview Day “Que es un desierto?”</p> <p>Start a web on large chart paper with the focus question “What is a desert?” in the middle.</p> <p>Around the room there are lots of posters, pictures, etc. (10-15). Kids are getting clues about what a desert is.</p> <p>When she asks, “What is a desert,” they’ll say “It’s hot.” etc. Add to bubble under “Climate”. Keep collecting the content-obligatory vocabulary and add to the web.</p> <p>After web is complete, she summarizes it with 5 sentences. Since they said it and all discussed it, it has meaning.</p>	<p>(Example is more for 2nd grade.)</p> <p>(Note: Can’t really do K-W-L with beginning language learners.)</p> <p>She gives them the words in Spanish as they produce them in English.</p> <p>This gives them models.</p>

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	<p>Then start Desert Journal by picking one of the 5 sentences to illustrate. They copy it. Native speakers can go from the web and create their own sentence to start with.</p>	<p>This takes time in the Art Center because kids have to draw different pictures for each page. One sentence per page.</p>
	<p>Q: What if kids write in English? A: Let them write in English and circle it. Then Regla shows them the Spanish word for them as time permits.</p> <p>Q: In K, do you label in lower case or upper case? A: Lower case unless beginning of sentence.</p> <p>Q: Is research done in groups or alone? A: Work with a partner. Use the template Regla made, then look through the books together. Fill in the box ("What does it eat? What does it drink?"). Two kids at a center with a volunteer helping them do the research.</p> <p>Q: Are all the books in the classroom library in Spanish? A: Yes.</p> <p>Q: How many units do you do? A: Four. Start with Birds in October (not a habitat with lots of animals, like the desert). So they learn the template of the books.</p>	<p>(Or check with Beth to see what K does.)</p>
	<p>Riddles Gives them practice with the 1st person. ("Who am I?") Series of questions on front page. Then picture underneath. Give them a template, "I live..." Then kids love to share their riddles with the class.</p> <p>Poems Did this in bird unit. Brought in a famous poet to write poems with the kids. Pulled it from the kids. Rapido, rapido, etc. Created a class poem. Then they made their own poems.</p>	<p>Video of Marisol & Peter.</p>
11:00	Break	
11:15	Letter to parents - Draft	Identify issues.
12:00	Lunch	

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1:25 – 3:40	<p>Continue work Letter to parents Review Kindergarten/1st grade materials Photocopy <i>Math Works</i> book</p>	<p><i>Other handouts from Regla:</i></p> <ul style="list-style-type: none"> ▪ Order Info for Red Writing Journals ▪ Key Concepts of Successful Immersion ▪ Fairfax County – Partial Immersion Program Description ▪ ERIC Q&A Foreign Language Immersion Programs ▪ Fairfax County Guidelines for Immersion Schools ▪ Curriculum & Language Integration Chart ▪ Fairfax County Foreign Language Partial-Immersion Program Science Content and Language Integration Project Summer 1998

IDEAS to Consider

1. Country of the month on bulletin board. Send it home in the newsletter (to ask to send artifacts in). Table with artifacts. Invite native parents and people who have traveled. Very good to validate the immigrant parent. Invite BOC kids to help with bulletin board perhaps? Regla would start with Cuba (her birthplace). Then do other countries of kids in the class.