Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP

Elizabeth R. Howard
Julie Sugarman
Cate Coburn

For more information on CAL's work with two-way immersion and the SIOP Model, visit http://www.cal.org.

CAL
CENTER FOR APPLIED LINGUISTICS

Table of Contents

Part I: Introduction

Motivation for the Project

The Sheltered Instruction Observation Protocol (SIOP) Model is an approach for making content comprehensible for English language learners while promoting their second language acquisition. It has been developed and expanded over the past 10 years. Through the direction of SIOP co-developer Deborah Short, the Center for Applied Linguistics (CAL) has been a leader in this process, conducting research on the model and providing professional development to schools and school districts interested in implementing it (Short & Echevarria, 1999; Short, Hudec, & Echevarria, 2002). Likewise, CAL has also been a leader in the field of two-way immersion (TWI) education, an approach that integrates language minority students and language majority students for instruction in two languages (Howard & Christian, 2002; Howard & Sugarman, in press). For many years, CAL has had an interest in merging its expertise in these two areas and in particular, in exploring the SIOP as an effective instructional approach for TWI programs. Though increasing amounts of research are being done on the SIOP Model, there has been little research on how the model works in TWI classrooms, and what, if any, modifications may be needed to further the specific TWI goals of bilingualism, biliteracy, and cross-cultural competence. Similarly, despite the considerable growth in the number of TWI programs over the past 15 years, few preservice teacher education programs offer coursework specific to the model, and though effective instructional strategies for working with second language learners have been recommended (Calderón & Minaya-Rowe, 2003; Cloud, Genesee, & Hamayan, 2000; Freeman, Freeman, & Mercuri, 2005; Soltero, 2004), information is lacking about how these strategies play out in TWI classrooms.

During the 2005–2006 academic year, CAL pursued this question with a grant from the Goldman Sachs Foundation. The purpose of the grant, which brought together CAL researchers and experienced TWI teachers, was to develop an instructional approach that combines the SIOP Model and TWI and to produce a handbook summarizing key modifications to the SIOP Model for the TWI context and providing examples of lessons that use this modified approach in TWI classrooms.

This handbook is meant to be a companion volume to previously developed resources on the SIOP Model and two-way immersion, and it assumes a good working knowledge of both. For those who would like to learn more about them, we recommend *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarria, Vogt, & Short, 2004) and *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary School Level* (Howard & Christian, 2002), as well as other SIOP and TWI resources referenced on the CAL Web site at www.cal.org/siop and www.cal.org/twi, respectively.

Project Overview

This project was carried out in collaboration with a school district in the mid-Atlantic region that has a well-established and successful two-way immersion program that spans the elementary and secondary grades. Within that district, we worked with one

K–5, whole-school, 50/50 program (using equal amounts of English and Spanish for instruction at all grade levels) and one middle school with a TWI strand, serving grades 6–8. In the elementary program, language arts, social studies, and health are taught through English at all grade levels, and language arts, math, and science are taught through Spanish at all grade levels. Because it is a whole-school program, all students participate in the TWI program and take classes in both English and Spanish. In the middle school, TWI students receive language arts, social studies, and science instruction in Spanish, and all other courses (including a second language arts block) in mainstream English classes with non-TWI students. Although the scope of this project did not allow for experimentation with a variety of programs and program models across the United States to see if the revised model would apply across different TWI contexts, steps were taken to promote generalizability beyond this one district. Feedback on earlier versions of the revised model was solicited at three dual language conferences in different parts of the United States as well as from external reviewers with expertise in both the SIOP Model and two-way immersion education. However, what appears in this handbook should be considered preliminary.

Four teachers from the district worked with us over the course of the year to develop the modified model for two-way immersion and accompanying lesson plans. Two are English teachers, and the other two are Spanish teachers. Their experience spans the elementary–secondary continuum, with three teachers based at the elementary school and one at the middle school. One of the English teachers taught fourth grade during the 2005–2006 academic year; the other taught third grade but had taught first grade for many years. Similarly, one of the Spanish teachers taught fifth grade during the 2005–2006 academic year but had taught first grade for many years. The second Spanish teacher provided instruction in Spanish language arts for grades 6–8 in the middle school. The two teachers with many years of experience teaching first grade were asked to generate sample lessons for both first grade and the grade that they taught during the time of the project. In this way, we were able to explore the applicability of the model through the full elementary–middle sequence, and broaden our selection of sample lessons to three grade levels per language (grades 1, 3, and 4 in English and 1, 5, and 7 in Spanish). The four participating teachers were all selected for the project by the district's immersion coordinator as effective, veteran teachers who were known to already incorporate a number of best practices and SIOP elements in their lessons. We assumed that such teachers would be able to grasp the full scope of the SIOP Model quickly and be able to provide feedback on potential modifications for TWI programs and to develop and execute sample lessons using the revised model.

In August 2005, a week-long intensive SIOP training was conducted at CAL for the four teachers and project staff to ensure that all project team members had a strong grasp of the original, baseline model as a foundation for adaptation to the TWI context. The training was conducted by Tom Bauder, an experienced SIOP trainer and former English as a second language (ESL) teacher. At the close of that training, the participating teachers and CAL researchers collaborated to generate initial revisions to the SIOP model with feedback from Deborah Short. In the fall of 2005, the project entered the research and development phase. With the goal of pilot testing and refining the working model, the participating teachers developed lesson plans based on the first version of the TWI-modified SIOP (TWIOP). The lesson plans underwent a collaborative

revision process that incorporated feedback from multiple SIOP-trained CAL researchers. During the same period, CAL researchers also visited the teachers' classrooms to conduct informal observations, offer feedback on their implementation of the SIOP Model, provide a resource for further crafting of SIOP lesson components, and gather initial teacher impressions regarding the applicability and ease of implementing SIOP components. When all teachers demonstrated clarity and confidence with the model, CAL researchers videotaped the lessons and the teachers' immediate reflections on them. The teachers then reviewed the videotapes and provided written reflections indicating their reactions to them, specifically on the success of the SIOP features of the lessons, and suggesting how the model might be further modified as a result.

In December 2005, a second team-wide meeting of CAL researchers and collaborating teachers was held at CAL to discuss the lessons and insights gained during the research and development process and to revisit the initial SIOP modifications. The model was revised further, and this second revision was presented at the Dual Language Institute of the annual meeting of the National Association for Bilingual Education in January 2006, where feedback was solicited from participants. Further modifications were then made to the model, and this third revision was used as the point of departure for the lesson plans that the four participating teachers developed in spring 2006. These lesson plans are presented in part IV of this handbook to provide insight into the teachers' implementation of the TWIOP. Following feedback on the lesson plans from CAL researchers, the teachers implemented these sample lessons, and professional videographers filmed them. Video segments are included with the lesson plans in this handbook. Additional feedback on the third revision of the model was sought from external reviewers, participants in two national dual language conferences, and SIOP co-developer Deborah Short.

Description of the SIOP Model

The SIOP Model is an approach to sheltered instruction that attends to English language learners' needs to master academic content material while acquiring advanced English language proficiency. As such, it provides a framework for making academic content comprehensible to students and developing students' academic English language skills through content instruction. Though the model incorporates features of effective teaching for all students (e.g., cooperative learning, reading comprehension strategies, differentiated instruction, and the integration of the four language modalities), it also includes features specifically designed to promote the academic success of English language learners in particular (e.g., the inclusion of language objectives in content lessons, the development and application of background knowledge, and the use of scaffolding and other instructional techniques to enhance comprehension) (Short & Echevarria, 2004/2005).

The SIOP consists of 30 features grouped into the following 8 components:
1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction

6. Practice/Application
7. Effectiveness of Lesson Delivery
8. Review/Assessment

A complete discussion of the features of the model appears in *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarria et al., 2004). Though all 30 features within these 8 components must be attended to, there is no prescribed lesson structure or lesson plan template, allowing flexibility for teachers to include the various features of the model in a way that is meaningful for them.

Over the past 10 years, a great deal of research has been conducted using the SIOP Model. Specifically, field testing occurred through a project funded by the Center for Research on Education, Diversity, & Excellence (CREDE), a federally funded research center focusing on the education of linguistically and culturally diverse students (Short & Echevarria, 1999). During this period, the model was developed and revised by CREDE researchers and participating teachers. A subsequent research study found the SIOP to be highly reliable and valid as a measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). Research on the model continues at CAL and elsewhere, focusing on implementation of the model and its effects on student achievement (Echevarria & Short, 2004; Echevarria, Short, & Powers, 2006; see also citation lists at www.cal.org/siop).

Part II: The TWIOP Model

This section lists the features of the TWIOP Model, which are based on the SIOP Model (Echevarria et al., 2004; Short & Echevarria, 1999), followed by discussion from the perspective of two-way immersion. Where a feature is not elaborated beyond a brief description of the feature as it appears in the SIOP Model, it can be assumed that the SIOP Model applies without modification to TWI contexts. More information on those features can be found in *Making Content Comprehensible for English Learners* (Echevarria et al., 2004).

Those who are familiar with the SIOP Model will note that the TWIOP Model includes two new features (#3 and #26, on cultural objectives), and to highlight major modifications from the SIOP, a number of items include a section labeled "Modification" along with an explanation. The complete TWIOP Model, with numbered items and modifications presented on the same line, appears in Part III.

Overarching Themes

Several overarching themes appear in the types of modifications included in the TWIOP Model:

- Because the development of bilingualism and biliteracy is a key goal of TWI programs, the TWIOP Model emphasizes coordinating instruction in the two program languages to facilitate transfer of skills and promote language and literacy development in both languages: for example, using similar instructional strategies and assessment formats in the two program languages; coordinating language objectives so that they are complementary across languages; and developing awareness of cognates, and common Greek and Latin roots and affixes. Achieving a high level of coordination across languages is challenging for teachers. Administrators should support this difficult task by providing adequate planning time (e.g., paid afterschool time or release time during school) and professional development.

- Likewise, because content lessons are not simply delivered in one language and then repeated in the other language in TWI programs, it is essential to include thematic instruction or careful articulation within units that are taught jointly through both program languages. This type of cross-linguistic coordination allows students to maximize their comprehension of content concepts by building on learning through their first language (L1) while learning through the second language (L2). Again, coordinating instruction is challenging. Teachers need the support of administrators for adequate joint planning time.

- Because developing cross-cultural awareness is another goal of TWI programs, the model includes this focus. Specifically, articulating clear cultural objectives for each unit is essential. As with the content and language objectives, it is helpful if these cultural objectives are complementary across languages in order to promote greater transfer of learning.

- Because peer interaction and peer modeling of both English and the partner language is central to TWI programs, it is useful to explicitly teach some of the TWIOP features (such as wait time, the use of strategies, and techniques for providing comprehensible input such as slower speech and the use of gestures and visual aids) so that students can incorporate them while working together in cooperative groups.

TWIOP Features

Preparation
1. Clearly state (orally and in writing) content objectives for students.

Develop clear, standards-based content objectives and state them orally and in writing at the beginning of a lesson so that students understand the lesson's purpose. In language arts classes, the distinction between language and content objectives is less clear than in other content areas, but SIOP developers recommend spelling out content and language objectives in this content area too in order to maintain consistency for students.

> *Modification. Work to develop complementary or overlapping content objectives across languages.*
>
> In preparing lessons, teachers should develop objectives that build on the objectives and the content that students are learning in other classes in both languages. This is a way to ensure that lessons draw on the entire range of students' current learning and enhance students' cross-linguistic connections and global understanding of content. To that end, teachers should plan with their teaching partners and/or planning team to discover and capitalize on opportunities to seed similar content objectives throughout students' learning experiences. The first-grade Spanish language arts lesson and middle school Spanish language arts lesson provide are examples of lessons that build connections in content concepts across languages.

2. Clearly state (orally and in writing) language objectives for students.

Develop clear language objectives that support students' academic language development and comprehension of content. These objectives include the four language modalities: reading, writing, listening, and speaking. Language objectives can relate to such concepts as phonological awareness, grammar, vocabulary, or usage, or they can focus on functional language, such as vocabulary related to routines or assessments. Emphasize communicative competence (e.g., in what circumstances it is appropriate to use certain language forms). Language objectives need to be tied to the standards for English as a second language, English language arts, or Spanish language arts.

In most cases, language objective(s) can be written in a general enough way to apply to both L1 and L2 speakers. Rather than differentiating objectives by native language and/or level of language proficiency, teachers may have overarching language objectives for all students that are connected to the lesson, but they may have different expectations for students' degree of mastery of the objective based on their native language or level of language proficiency. Likewise, teachers may choose to differentiate the activities that students do to meet the objectives in order to make the tasks manageable and to focus on the particular language needs of different groups of students.

> *Modification. Work to develop complementary or overlapping language objectives across languages.*
>
> Where feasible, focus on similar or complementary language skills across languages to reinforce them and promote cross-linguistic connections (e.g., figurative language, compare/contrast writing, use of a certain reading skill such as predicting based on pictures and the title).
>
> With respect to vocabulary and grammar, develop language objectives that build on knowledge gained in one language (e.g., the concept of nouns in English) to apply to the other language (e.g., the idea of nouns having gender in Spanish). Some language objectives will be most effectively presented if their cross-linguistic similarities are made explicit—for example, scientific terms in English that are similar to familiar words in Spanish because they have Latin roots in common.
>
> Capitalizing on opportunities for coordination of language objectives in addition to teaching skills that are specific to each language will help students to develop their cross-linguistic and metalinguistic awareness and further the TWI goals of bilingualism and biliteracy.

Modification
3. **Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages.**

Though all content and language objectives are situated implicitly within a given culture (primarily the dominant U.S. culture with occasional attention to other cultures), few teachers include explicit cultural objectives in their lessons. Cultural objectives may relate to content and/or practices typical of cultural groups represented in the classroom, those that are reinforced by the program, or those that are the object of study for a particular unit. Some cultural objectives may relate to a single culture, whereas others will be cross-cultural. See the third-grade English social studies lesson and middle school Spanish language arts lesson for examples of cultural objectives in context.

Though a multi-day lesson may successfully address all three types of objectives (language, content, and cultural), it may not always be appropriate to do so. Because

shorter lessons may allow time to address only content and language objectives, it is wise to plan for cultural objectives at the unit level. In some situations, cultural objectives may act as content objectives, as when the content standard being addressed is learning about a particular culture or cultural element. Some cultural objectives may also double as language objectives. For example, while students are discussing cultural themes, the teacher may also help them learn to use comparative language.

4. Choose content concepts appropriate for age and educational background level of students.

Using state and local standards as a guide, plan lessons around content concepts that are appropriate to students' age and educational background. Teachers may need to take into account the students' prior learning in school (or lack thereof, in the case of newcomers) and cover topics from earlier grades that the students have not learned.

5. Use supplementary materials to a high degree to make the lesson clear and meaningful (e.g., graphs, models, visuals).

Use a variety of non-text materials to allow students to "see, hear, feel, perform, create, and participate in order to make connections and construct personal, relevant meanings. Supplementary materials provide a real-life context and enable students to bridge prior experiences with new learning" (Echevarria et al., 2004, p. 24).

In TWI classrooms, teachers frequently have difficulty finding supplementary materials in the partner language. Yet this challenge can also provide an opportunity for making cross-linguistic connections as recommended earlier. For example, in Howard and Sugarman (in press), one teacher describes how a lack of appropriate texts in Spanish led her to plan a unit in which the class created a series of research questions about crayfish and answered some of them by conducting science experiments in Spanish class, and some by reading grade-level reference texts in English.

6. Adapt content (e.g., text, assignment) to all levels of student proficiency.

Provide students with aids for reading difficult texts, such as outlines, graphic organizers, or leveled study guides; texts that have been marked up by the teacher with underlines or marginal notes; or rewritten texts with simplified language (see Echevarria et al., 2004, for a full description of adapted texts). Sometimes the assignment must be adapted for different proficiency levels as well. More advanced students may be able, for instance, to write a three-page report on a reptile whereas less advanced students may be asked to write one or two pages.

Additional adaptations may be necessary for materials in the non-English language because of difficulty with both translated texts (which may be inauthentic) and authentic texts (which, if they come from another country, may use language and rhetorical style that is unfamiliar to the students).

7. **Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and speaking.**

Activities should involve relevant and cognitively challenging tasks (such as problem solving and discussion) that allow students to build on their prior knowledge while practicing new concepts.

Building Background

8. **Explicitly link concepts to students' backgrounds and experiences.**

Relate new concepts to students' experiences, cultures, countries of origin, and traditions.

In any multicultural context, the art of effectively linking instruction to students' background experiences involves being sensitive to the variety of their backgrounds and refraining from making assumptions about what students know, choosing instead to explore and connect to individuals' experience. Connecting to students' backgrounds and experiences in the context of TWI programs involves especially valuing the non-English language and culture in order to counter the effects of sociocultural factors such as the dominance of the English language in the United States and middle-class American cultural norms. The very structure of the TWI experience suggests to students the equal importance given to both languages and all cultures in the program.

9. **Explicitly link past learning and new concepts.**

Relate new concepts to what has been learned previously. Focus on linking to prior units and lessons in this subject and others, in this and earlier school years in the language of instruction. Capitalize on the opportunity to link to prior learning in the other language both in the current year (e.g., in a teaching partner's class) and in previous school years.

10. **Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.**

Develop vocabulary related to the content that is the focus of the lesson, as well as functional language for academic and social tasks at school. New vocabulary should be presented in context and not as isolated lists of unrelated words, and teachers should plan activities to allow students to use the new vocabulary repeatedly in graphic organizers, writing, games, and so forth.

Students from diverse language backgrounds should be encouraged to make connections between their native language and English no matter what type of program they are enrolled in (bilingual or monolingual). However, to develop high levels of bilingualism and biliteracy in all students, it is particularly important for teachers in TWI programs to discuss the variations in vocabulary in students' home dialects/varieties and connect

variations to multiculturalism and diversity within the classroom and in society, and to emphasize cognates and metalinguistic awareness.

Comprehensible Input

11. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).

The goal for the teacher is to pay attention to rate of speech, enunciation, and the complexity of sentence structure so that students continue to develop listening comprehension abilities and to understand what is being said.

Though the goal is the same in TWI contexts, it is worth noting that the practice may look different from other contexts in which the SIOP Model is used. In the upper grades of TWI programs where in which the linguistic goal is to have students understand fluent speech by fourth through sixth grade, appropriate speech may be complex and fairly rapid. What is appropriate speech in English and in the partner language will also vary depending on the TWI program model (e.g., 50/50 vs. 90/10). Expectations for comprehension may be different—particularly in the primary grades—across program models. Across program models, teachers can vary their one-on-one (or one-on-small group) speech patterns within a class to accommodate different student facility with rapid, more complex speech, especially in the earlier grades.

12. Explain academic tasks clearly.

Make sure that students know what they are supposed to do by providing step-by-step instructions orally and in writing, and using demonstrations where appropriate. Explaining academic tasks should include any process-oriented vocabulary or language structures that might not be familiar to the students.

13. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Active learning using multiple modalities offers repeated exposure to new content, allowing students to construct their own version of that knowledge. Multiple exposures to the same body of information increase the likelihood that students will understand it. Using techniques that have proven helpful for second language learners is always useful in TWI contexts, particularly in the primary grades, because classes in both languages always include second language speakers at varying levels of proficiency.

Strategies

14. Provide ample opportunities for students to use learning strategies (e.g., problem solving, predicting, estimating, organizing, summarizing, categorizing, evaluating, self-monitoring).

Promote independent and self-regulated learning by teaching and reinforcing the use of metacognitive, cognitive, and social/affective strategies (O'Malley & Chamot, 1990). Second language learners need to learn strategies that support content area learning as well as language learning. Strategies for increasing communicative competence should also be addressed.

> *Modification. Provide ample opportunities for students to use and reinforce strategies they've learned in the partner language as well as in the current language of instruction.*
>
> It should be pointed out to students that strategies are not language-specific: The learning strategies they use in one language can and should be used in the other language.

15. Use scaffolding techniques consistently throughout the lesson.

Provide the right amount of support (more in the initial stages of teaching a new concept, and gradually decreasing over time) to move students from their level of understanding to a higher level. Use questioning, paraphrasing, and other verbal strategies to support student learning during interactions; and consider ways to help students understand procedures, texts, and concepts through visual aids, modeling, and peer support. Also provide language scaffolds (such as sentence starters or other language frames) to enable second language learners in particular to achieve lesson objectives.

> *Modification. Encourage students to use scaffolding techniques themselves when they are serving as peer models.*
>
> In TWI, peer modeling is a deliberate and central component of the model, particularly in interaction between native speakers of different languages. Students with the relevant linguistic and academic skills are regularly called upon to act as a resource for other students whose skills in those areas are less developed. Because this practice is central to classroom and program routines, students need to learn strategies for helping their peers—peer scaffolding—in addition to learning strategies for helping themselves.

16. Use a variety of question types including those that promote higher order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

It is important to ask higher order questions that require extended responses in addition to questions that require factual or recall responses. Responding to higher order questions

promotes language development and content area learning. Students can think about challenging questions even when they are posed in a language in which the students are not yet proficient. Scaffolding to help students formulate responses in the new or target language can be accomplished by breaking complex questions into parts, providing vocabulary or language frames that students need to construct their responses, and asking students to pair with another student to refine their thoughts and practice their responses before sharing with the group. Both native speakers and second language learners profit from being asked higher order questions.

Interaction

17. Provide frequent opportunities for interaction and discussion about lesson concepts both between teacher and student and among students, and encourage elaborated responses.

Plan activities such as pair or group discussion and shared writing throughout the stages of a lesson that will allow students to develop their content knowledge and practice speaking and writing. Activities in which second language learners interact with both teacher and peer role models who are native or proficient speakers of the language of instruction enhance language learning opportunities.

18. Use group configurations that support the language, content, and cultural objectives of the lesson, and provide sufficient scaffolding (such as participation structures and language frames) to enable students to interact effectively.

Support a range of learning styles and needs by employing a variety of grouping configurations (pairs, triads, whole group, etc.), and compose groups heterogeneously or homogenously by gender, language proficiency, or other relevant characteristics, according to the goals of the lesson.

The SIOP Model encourages teachers to consider different types of interaction and different grouping arrangements for a variety of reasons. But the objectives for group interaction in a TWI classroom can be slightly different, based on the model's goals of bilingualism, biliteracy, and cross-cultural competence. It is important to choose group configurations (either homogenous or heterogeneous, particularly with regard to L1 and cultural background) that support these goals and practices[1] as well as lesson objectives. In addition, it is essential that supports such as participation structures and language frames be explicitly taught, modeled, and consistently used so that students are able to use them expertly to support peer learning.

---

[1] See Howard and Sugarman (in press) for a discussion of increasing use of targeted native-language grouping for instruction in response to the concerns about differing needs of native English and native Spanish speakers in their first and second languages.

19. Provide sufficient wait time for student responses throughout the lesson.

After posing a question, allow ample silent time for students to comprehend the question, formulate an answer, and prepare to answer it in their L2. Allow students to fully express themselves without interrupting them.

> *Modification. Explicitly teach this strategy to students for use in peer interactions as well.*

> As with scaffolding (see #15 above), students need to learn how to incorporate wait time into their communicative strategies. Allowing silence between turns at talk is not easy because speakers have to overcome their intuitive sense of how long pauses ought to be. Thus modeling and explaining wait time is important for enhancing the power of cross-language peer interaction, an essential strategy for language development in TWI programs.

Modification
20. As appropriate, allow students to clarify key concepts in L1 for strategic purposes with an aide, peer, or L1 text.

The authors of the SIOP Model (Echevarria et al., 2004; Short & Echevarria, 1999) note that whereas sheltered content instruction is conducted primarily in English, supporting students' academic learning through the use of their native language is an important strategy for clarification and thus for promoting academic achievement. This support can be provided by offering opportunities for the student to discuss concepts with a peer or consult a bilingual resource such as a dictionary.

The situation in the TWI classroom is somewhat different. The use of the native language to support academic learning while developing second language proficiency is a fundamental premise behind bilingual approaches, including two-way immersion. However, one of the defining characteristics of the immersion classroom is that because students are taught part of the day in their native language and part in their second language, the teacher separates languages for instruction and encourages students to speak the language of instruction as much as they are able to (Cloud et al., 2000). It is essential for teachers not to switch to English during instructional time in the partner language because doing so encourages students to use English when they should be using the partner language. (In fact, research has shown that students—even native partner language speakers—often switch to English for routine communication as soon as they are proficient enough to do so [Howard, Sugarman, & Christian, 2003]). At the same time, there are cases in which it might be appropriate to encourage students to confer in L1 with a peer—for example, in the first few years of schooling and in the case of new arrivals—to ensure comprehension of a critical concept, to highlight a cognate, or to foster cross-linguistic transfer of vocabulary and concepts.

Students' ability to interact in the language of instruction is supported when they develop rich bodies of knowledge about a topic and the language associated with it. In most cases,

using thematic units or careful articulation when languages alternate by day and encouraging students to access their prior knowledge are preferable to peer translation during the focused learning stage of a lesson.

Practice/Application

21. Provide hands-on materials or manipulatives for students to practice using new content knowledge.

Hands-on materials that can be organized, sorted, counted, and otherwise manipulated provide ways for students to understand abstract problems. This approach also accommodates different learning styles and provides less language-dependent ways for students to practice.

22. Provide activities for students to apply content, language, and cultural knowledge in the classroom.

Active learning that allows students to apply the skills they are learning makes new concepts meaningful and comprehensible; therefore, students should have an opportunity to practice and apply new content, language, and cultural learning.

23. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

The four language skills are mutually reinforcing. Lessons that incorporate all four support deep learning. Activities that include reading and writing should be consistent with the program model: many 90/10 programs (see Howard & Christian, 2002, for a description of program types) focus on oral language development in the 20 to 30 minutes devoted to English language instruction in the primary grades (usually kindergarten and first grade), introducing formal English language arts in second or third grade. They do, however, incorporate preliteracy skills such as phonological awareness, listening to read-alouds, and print awareness in English at all grade levels.

Lesson Delivery

24. Support the content objectives of the lesson.

The content objectives for a lesson or a unit drive the design of teaching and learning activities.

The modification in component #1 specifies that TWI teachers should work to develop complementary or overlapping content objectives across languages. This modification has implications for lesson delivery. Lesson activities to support content objectives can draw on knowledge gained in both languages.

25. Support the language objectives of the lesson.

Language objectives are supported through focused teaching and activities that allow students to practice using the targeted language structures.

As per the modification in component #2 (*Work to develop complementary or overlapping language objectives across languages),* language objectives can be supported in both languages through the use of thematic instruction and by making explicit connections between lessons on day one and day two of a unit when languages alternate by day. Likewise, if varying language objectives are set to address the different needs of native and second language speakers or students of varying proficiency levels, all these objectives should be addressed in the lesson.

Modification
26. Support the cultural objectives of the lesson.

Teaching and learning activities are designed to explicitly address the cultural objectives for the lesson.

27. Engage students 90 to 100% of the period (i.e., ensure all students are taking part and on task throughout the lesson).

Students should be engaged in active learning tasks that are relevant to the learning objectives.

28. Pace the lesson according to the students' ability level.

Conduct lessons and activities at a pace that is challenging but is not too fast for students to absorb new information, nor too slow. This can be difficult to do in the setting of integrated TWI classrooms, where students' cognitive and linguistic abilities can vary greatly. Features of the SIOP Model, such as strategies, interaction, and comprehensible input, help teachers pace lessons appropriately in such heterogeneous classrooms. For example, differences in students' reading abilities can be accommodated by providing texts at different levels of difficulty so that all students are learning.

Review/Assessment
29. Give a comprehensive review of key vocabulary.

Provide multiple exposures to new vocabulary by using it with students during the lesson and reviewing it at the close.

> *Modification. Ensure cross-linguistic vocabulary transfer by reviewing core vocabulary during instructional time in each language.*

Vocabulary should not be reintroduced in the second language; however because students benefit from multiple exposures to new vocabulary, capitalize on the opportunity to review vocabulary in both languages. Furthermore, encourage the development of metalinguistic and metacognitive skills by emphasizing that once a student understands the concept, he or she can use that knowledge in both languages.

Native language vocabulary development and metalinguistic awareness (such as knowledge of cognates) is a predictor of English language reading ability (August & Shanahan, 2006; Proctor, August, Carlo, & Snow, 2006). Teachers can foster this development by drawing students' attention to cross-linguistic similarities and cognates. See the first-grade English science lesson for an example of drawing students' attention to cognates.

30. Give a comprehensive review of key content concepts.

To help focus learning, review the lesson's key concepts at relevant points during the lesson and again at the close of the lesson, and link the review to the lesson's content objectives.

> *Modification. Ensure deep understanding by reviewing key concepts during instructional time in each language, thus allowing students access to key concepts in L1 and L2.*

As with vocabulary, concepts introduced in the first lesson should not be reintroduced in the second language. However, because students benefit from multiple exposures to new ideas, the teacher will want to capitalize on the opportunity to review concepts in both languages, emphasizing that once a student understands the concept, he or she can use that knowledge in both languages.

31. Provide feedback to students regularly on their output (e.g., speech, writing).

Through verbal and nonverbal means, provide support, critique, and encouragement to help students build skills. Peers can participate in this practice too.

32. Conduct assessments of student comprehension and learning throughout the lesson on all lesson objectives (e.g., spot checking, group response).

During and after the lesson, make sure students understand the material by conferencing, reviewing student work, asking students for thumbs up/thumbs down, and using other methods of informal assessment. Modify instruction or reteach if necessary.

> *Modification. Use similar types of assessments and share assessment results across languages.*

While continuing, as the SIOP Model suggests, to use a variety of assessment techniques that are culturally appropriate for students from a variety of backgrounds, teachers should be aware that when students learn a particular assessment structure in one language, less time needs to be spent on teaching that test-taking skill/strategy in the other language.

When working with a partner teacher in the other language, teachers should share assessment results. Doing so will help teachers design lessons that reach all their students. It may also give them insight into the performance of students who are not doing well. And it may help to identify students who may have special needs as opposed to low proficiency in L2.

Part III: Summary of the TWIOP Model

Preparation

1. Clearly state (orally and in writing) content objectives for students. Work to develop complementary or overlapping content objectives across languages.

2. Clearly state (orally and in writing) language objectives for students. Work to develop complementary or overlapping language objectives across languages.

3. Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages.

4. Choose content concepts appropriate for age and educational background level of students.

5. Use supplementary materials to a high degree to make the lesson clear and meaningful (e.g., graphs, models, visuals).

6. Adapt content (e.g., text, assignment) to all levels of student proficiency.

7. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and speaking.

Building Background

8. Explicitly link concepts to students' backgrounds and experiences.

9. Explicitly link past learning and new concepts.

10. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

11. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation and simple sentence structure for beginners).

12. Explain academic tasks clearly.

13. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

14. Provide ample opportunities for students to use learning strategies (e.g., problem solving, predicting, estimating, organizing, summarizing, categorizing, evaluating, self-monitoring). Provide ample opportunities for students to use and reinforce

strategies they've learned in the partner language as well as in the current language of instruction.

15. Use scaffolding techniques consistently throughout lesson. Encourage students to use scaffolding techniques themselves when they are serving as peer models.

16. Use a variety of question types including those that promote higher order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

17. Provide frequent opportunities for interaction and discussion about lesson concepts between teacher and student and among students, and encourage elaborated responses.

18. Use group configurations that support language, content, and cultural objectives of the lesson, and provide sufficient scaffolding (such as participation structures and language frames) to enable students to interact effectively.

19. Provide sufficient wait time for student responses throughout the lesson. Explicitly teach this strategy to students for use in peer interactions as well.

20. As appropriate, allow students to clarify key concepts in L1 for strategic purposes with an aide, peer, or L1 text.

Practice/Application

21. Provide hands-on materials or manipulatives for students to practice using new content knowledge.

22. Provide activities for students to apply content, language, and cultural knowledge in the classroom.

23. Provide activities that integrate all language skills (i.e., reading, writing, listening and speaking).

Lesson Delivery

24. Support the content objectives of the lesson.

25. Support the language objectives of the lesson.

26. Support the cultural objectives of the lesson.

27. Engage students 90 to 100% of the period (i.e., ensure all students are taking part and are on task throughout the lesson).

28. Pace the lesson appropriately to the students' ability level.

Review/Assessment

29.   Give a comprehensive review of key vocabulary. Ensure cross-linguistic vocabulary transfer by reviewing core vocabulary during instructional time in each language.

30.   Give a comprehensive review of key content concepts. Ensure deep understanding by reviewing key concepts during instructional time in each language, thus allowing students access to key concepts in L1 and L2.

31.   Provide feedback to students regularly on their output (e.g., speech, writing).

32.   Conduct assessments of student comprehension and learning throughout the lesson on all lesson objectives (e.g., spot checking, group response). Use similar types of assessments and share assessment results across languages.

Part IV: Future Directions

As noted earlier, the present model was developed in a pilot project in collaboration with teachers in a successful 50/50 TWI program who were already incorporating many aspects of the SIOP Model in their teaching. Through external review and feedback from conference presentations, we also sought input from teachers and TWI experts working with programs in other contexts. The logical next step is to expand on the work of this project by conducting a larger study that will incorporate teachers from a wider variety of program models in different locations and with varying student demographics to ensure generalizability of the TWIOP Model for all TWI programs.

At the same time, it would be helpful to build on the present work by developing a rating scale for use with the TWIOP Model, as exists for the SIOP. The development of such a scale would then require validity and reliability studies (such as those that were conducted for the SIOP) to determine its appropriateness and quality as an observation measure.

Finally, once the TWIOP Model is more fully developed and includes a rating scale, there is the potential for extended research and technical assistance activities based on it. For example, in the research domain, it would be interesting to find out the extent to which the TWIOP Model supports the TWI goals of bilingualism, biliteracy, and cross-cultural awareness. Similarly, studies could investigate the extent to which the TWIOP Model supports teachers in achieving the intended benefits of student integration within the TWI context. In the area of technical assistance, teachers, paraprofessionals, and administrators need to be supported as they adopt the practices in the TWIOP Model for improving instruction. In summary, this handbook represents a foundation for developing a TWI-specific version of the SIOP Model.

Part V: Sample Lessons

Lesson plans developed by TWI teachers and incorporating the features of the TWIOP are included on the following pages. The lessons are reproduced here in the language in which the teacher plans, with English translations provided for the two lessons that were originally created in Spanish. As there is no standard SIOP lesson plan format, the plans reflect different organizational styles of the authors. Supplementary materials are also included.

Nocturnal vs. Diurnal Animals
First-Grade Science (delivered in English)

¿Qué ocurre en primavera?/What Happens in Spring?
First-Grade Language Arts (delivered in Spanish)

The Role of Griots in Ancient and Modern Life
Third-Grade Social Studies (delivered in English)

The Discourse of Reconstruction
Fourth-Grade Social Studies (delivered in English)

Aplicaciones prácticas de fracciones, porcentajes y decimales/Practical Applications of Fractions, Percents, and Decimals
Fifth-Grade Math (delivered in Spanish)

Preparing to Write a "Love" Poem
Seventh-Grade Spanish Language Arts

Nocturnal vs. Diurnal Animals
First-Grade Science (delivered in English)

THEME: Nocturnal vs. diurnal animals

LESSON TOPIC: Which animals come out at night and which ones come out during the day?

STANDARDS:
State Science Standards of Learning, Grade 1
1.5   The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include
        a) life needs (air, food, water, and a suitable place to live);
        b) physical characteristics (body coverings, body shape, appendages, and methods of movement); and
        c) other characteristics (wild/tame, water homes/land homes).

1.7   The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in
        a) plants (growth, budding, falling leaves, and wilting);
        b) animals (behaviors, hibernation, migration, body covering, and habitat); and
        c) people (dress, recreation, and work).

OBJECTIVES:
        Language: Students will write one-sentence summaries presenting key information. They will read their summaries in front of the group. They will use new vocabulary orally and in writing.

        Content: Students will discuss the difference between animals that are active during the day and ones that are active at night. They will explore how these animals have adapted to help them navigate daytime and nighttime environments and how they hunt for food at these times. Using graphic organizers, they will sort animals, identifying them as diurnal or nocturnal based on observed characteristics.

LEARNING STRATEGIES: Using T-charts, visual aid images (photographs), and other graphic organizers; developing vocabulary through context clues; summarizing key information

KEY VOCABULARY: Nocturnal, diurnal, nighttime, daytime, adapt, adaptation, temperature, habitat

MATERIALS: Books on nocturnal and diurnal animals (fiction and nonfiction), paper, pencils, photographs and pictures of animals during the daytime and nighttime, markers, crayons, glue, scissors, pencils, construction paper of various colors, list of key vocabulary already written on chart paper with illustrations, objectives written on sentence strips for pocket chart, T-charts (streamlines discussion if anticipated features that will come up in brainstorm session are written ahead of time on sentence strips to be tacked to that T-chart), graphic organizer (see attached template)

MOTIVATION: Distribute a variety of photographs of animals for students to look at and discuss in small groups. What do they know about these animals? What are their habitats? What do they eat? When would they be seen—during the day or at night? Using the information from their discussion (their collective knowledge and ideas), students predict which animals are daytime animals and which are nighttime animals and sort the photographs accordingly onto labeled T-charts.

PRESENTATION: Read the book *Where Are the Night Animals?* (or any similar book) together. Discuss each of the animals in the book and what adaptations they have that alert us that they are nighttime (what scientists would call *nocturnal*) animals. Is it their coloring, the food they eat, their environment, or something else? Ask students to brainstorm any other animals they can think of that are nocturnal. Discuss what animals are considered daytime (what scientists would call *diurnal*) animals. What characteristics are important to consider when trying to figure out if an animal is nocturnal or diurnal (camouflage, eyesight, etc.)? On a T-chart, label one side *diurnal* and draw a sun; label the other side *nocturnal* and draw a moon. Record the animals discussed on the chart. When introducing the words *nocturnal* and *diurnal,* ask the students if any parts of those words look like Spanish words they know (i.e., *NOCturnal/NOChe, DIurnal/DÍa*), and tell them this can help them remember these new English words.

PRACTICE/APPLICATION: Give students a variety of pictures of animals, each accompanied by information about the animal depicted. Each student will choose one nocturnal animal and one diurnal animal to profile. Students will use a graphic organizer (template attached) to record the name of the animal, identify the animal as nocturnal or diurnal, draw a picture of the animal, and write a sentence summarizing one key fact about that animal.

REVIEW/ASSESSMENT: After students have completed the activity, ask them to come together as a group on the floor. Ask all of the students to read the facts they have learned about their animals. At the conclusion of each presentation, restate the diurnal/nocturnal classification and check for class agreement. Then add the student's animal to the T-chart (used in conjunction with the group brainstorm earlier in the lesson) on the corresponding side (diurnal or nocturnal). Point out to the students the wide variety of animals that are nocturnal and the wide variety that are diurnal.

EXTENSION: Have the class make a PowerPoint slide presentation. Using Kid Pix or similar software, students can make an illustration of an animal and write a sentence to go with their illustration. They can then record themselves dictating the sentence they've written. Once all the slides have been completed, they can be put together into a slide presentation for students, parents, other classes, or visitors to the class Web page to enjoy. If funding allows, consider recording the slide show and giving copies to each of the students.

¿Qué Ocurre en Primavera?
Artes del Lenguaje en Español (Grado 1)

UNIDAD: Las cuatro estaciones

TEMA: Primavera

TÓPICO DE LA LECCIÓN: ¿Qué cambios ambientales ocurren en primavera?

ESTÁNDARES:
Estándares de Aprendizaje de Ciencias, Grado 1
1.7   Los alumnos investigarán y entenderán las relación de los cambios ambientales y del tiempo con las actividades y los procesos de vida de las plantas y los animales. Algunos conceptos clave incluyen cómo la temperatura, el agua, y la precipitación producen cambios en:
- a) plantas (crecen, echan brotes, se les caen hojas, y se marchitan)
- b) animales (comportamiento, hibernación, migración, y hábitat); y
- c) seres humanos (vestido, tiempo libre, y trabajo).

Estándares de Aprendizaje de Inglés (artes del lenguaje), Grado 1[2]
1.12   El alumno escribirá para comunicar ideas.
- a) Generar ideas.
- b) Centrarse en un tema.
- c) Usar palabras descriptivas para escribir sobre personas, lugares, cosas, y eventos.
- d) Usar oraciones completas en copias finales.
- e) Empezar cada oración con mayúscula y terminarla con un punto en las copias finales.

OBJETIVOS:
    Objetivos de lenguaje:
- Practicar el vocabulario acerca de la primavera.
- Practicar reglas de gramática sobre el uso de las mayúsculas y la concordancia de género.
- Leer en voz alta a la clase sus oraciones acerca de la primavera.

    Objetivos de contenido: Los alumnos serán capaces de:
- reconocer las características de la primavera, y
- formar oraciones que describan las características de esta estación usando un banco de palabras sobre la primavera.

---

[2] Se debe tener en cuenta que debido a que muy pocos estados tienen estándares de arte del lenguaje en español u otros idiomas, los estándares desarrollados en inglés pueden ser usados para el español, siempre y cuando sean apropiados. Como es el caso de esta lección, esto puede ayudar a fomentar las conexiones entre los dos idiomas y potenciar la transferencia de conceptos de lenguaje entre el inglés y el español.

VOCABULARIO CLAVE:
- Sustantivos: sol, lluvia, árboles, flores, mariposas, abejas, pájaros
- Verbos: volar, brillar, tener, calentar
- Adjetivos y adverbios: hermoso, bonito, rápidamente, feliz, refrescante

MATERIALES:
- Un juego de figuras de los principales elementos de la primavera (Yo uso imanes, ya que son muy cómodos para usar con la pizarra magnética)
- Un juego de tarjetas con los nombres de las figuras (algunas en forma singular, otras en plural, incluyendo los artículos). Estas serán los nombres que aparecen en la lista de vocabulario clave
- Banco de palabras – versión del salón de clase: palabras de vocabulario que incluyan palabras clave, escritas en tiras de papel para montar en un papel con cuatro columnas con las categorías de artículo, sustantivo, verbo, o adjetivo
- Banco de palabras – versión de los alumnos: varios juegos del mismo banco de palabras que el de la versión del salón de clase (si se hace cada juego de tiras de palabras de un color diferente, es más fácil mantener cada juego separado y completo), y fotocopias de la tabla con cuatro columnas con las palabras en cada categoría (Yo uso papel de tamaño 11x14 con orientación horizontal)
- Papel rayado para que los grupos de alumnos puedan escribir sus oraciones.
- Lápices de colores o crayones
- Dibujos de las cuatro estaciones

ANTECEDENTES: Los alumnos han estudiado previamente acerca del otoño y del invierno y han tenido la oportunidad de distinguir entre dibujos de las cuatro estaciones. Además, los alumnos han leído algunos libros acerca de la primavera y han hecho comentarios sobre cómo estos cambios en el tiempo afectan la vida de las plantas, animales y seres vivientes. Los alumnos también han desarrollado habilidades sobre cómo escribir oraciones durante sus clases de artes del lenguaje en español.

MOTIVACIÓN: Muestre a los alumnos dibujos de las cuatro estaciones pidiéndoles que identifiquen cada una de ellas. Cuando los alumnos identifiquen el dibujo de la primavera, pídales que mencionen qué elementos de la primavera conocen. A medida que se vayan mencionando diferentes elementos (por ejemplo, sobre las flores, los árboles, la hierba, o el sol), coloque la figura apropiada en la pizarra magnética hasta formar en ésta un escenario sobre la primavera. Cuando la escena esté completa, saque una a una las tarjetas y pídales a los alumnos que coloquen en la pizarra la tarjeta con el nombre correspondiente a cada elemento de la primavera. (Una manera muy eficaz de hacer esta actividad es organizando las figuras en grupos según el número gramatical. Por ejemplo, si aparece un pájaro sólo en una parte de la escena y dos o tres juntos en otra, eso le permitirá tener una tarjeta en singular y otra en plural para la palabra *pájaro/pájaros*, y así poder hacer hincapié en la diferencia de número gramatical).

PRESENTACIÓN: Presente el vocabulario que usarán los alumnos para escribir sus oraciones sobre la primavera (el banco de palabras). Muestre las palabras (cada una escrita en una tira separada) en cuatro columnas con las categorías de artículos, sustantivos, verbos, y adjetivos). Presente el significado de las palabras nuevas que aparecen en la lista (se podrían diferenciar de las demás con un color distinto, por ejemplo), animando la participación de los alumnos. Escriba las reglas básicas de gramática (uso de mayúsculas y puntuación) para la escritura de oraciones en la pizarra y revíselas con los alumnos. A continuación, modele para los alumnos la formación de una oración. Empiece sacando un sustantivo de la columna de los sustantivos y poniéndolo en la pizarra. Pida ayuda a los alumnos para formar la oración haciendo preguntas acerca del sustantivo hasta completar la oración. (Por ejemplo, empiezan con el sustantivo *árbol*, pregunte "¿qué artículo va con *árbol*?" para hacer que los alumnos usen el artículo correspondiente, "¿qué hace el árbol?" para hacer que usen el verbo *crecer*, y ¿cómo es un árbol?" para que usen el adjetivo *alto* de la lista). Cada vez que se sugiera un elemento nuevo, sáquelo del banco de palabras y póngalo en la pizarra para formar una oración. Asegúrese de revisar la puntuación, palabras mayúsculas, el uso del artículo, el género y la concordancia de los sustantivos y verbos a medida que se vayan formando las oraciones.

Una vez terminada la oración, léala en voz alta con los alumnos, y escríbala en la pizarra. A continuación, escriba la oración debajo de las tiras de papel y vuelva a poner las palabras en sus respectivas columnas, avisándoles a los alumnos que hay que volver a poner las palabras en su sitio para poder usarlas de nuevo. Repita los mismos pasos para modelar una segunda oración.

PRÁCTICA Y APLICACIÓN: Explicarles a los alumnos que van a trabajar en grupos para hacer sus propias oraciones usando bancos de palabras como el que acaban de usar juntos. Escriba las instrucciones en la pizarra y léaselas a los alumnos:

1. Pongan el banco de palabras (muéstreles un juego de tarjetas como el juego de tarjetas con el que van a estar trabajando) sobre las palabras impresas en el banco de palabras (muéstreles un banco de palabras con las palabras impresas).
2. Seleccionen las palabras del banco para formar una oración.
3. Cuando tengan la oración lista, léansela a sus compañeros de grupo y enséñensela a la maestra.
4. Escriban la oración en una hoja en blanco.
5. Vuelvan a poner la palabra en el banco de palabras.

Divida la clase en grupos de tres, formando grupos que tengan una mezcla de alumnos con mejor y peor nivel de español. Asigne un líder por grupo y distintos roles para cada miembro del grupo (por ejemplo: Lector, Escritor, etc.), o deje que los alumnos se turnen los roles. Distribuya el material a los alumnos (bancos de palabras, papel rayado). Circule por la clase, observando cómo trabajan los alumnos para formar oraciones y ayudándoles a seguir los pasos necesarios para formar las oraciones haciéndoles preguntas como: "¿Qué elemento de la primavera quieres que sea el sujeto de tu frase?", "¿Qué hace ese elemento?", "¿Cuándo ocurre esta situación?".haciendo Además, ayude a los alumnos

haciendo hincapié en las reglas de gramática, como la puntuación y la concordancia de género y número, si fuera necesario. Una vez que la oración haya sido corregida por la maestra, el Escritor puede escribirla en el papel del grupo.

REVISIÓN/EVALUACIÓN: Un miembro de cada grupo tendrá que leer las oraciones delante de la clase y mostrar su trabajo (o cada miembro del grupo puede leer una oración).

Los alumnos podrán reconocer los elementos de la primavera y explicar las características de esta estación. Compruebe que los alumnos hayan entendido los significados de las nuevas palabras de vocabulario (para que, por ejemplo, sepan decir que un árbol crece y no que un árbol se calienta) y que hayan formado sus oraciones con palabras en el orden correcto, usando la puntuación y concordancia gramatical correctas.

What Happens in Spring?
First-Grade Language Arts (delivered in Spanish)

UNIT: The four seasons

THEME: Spring

LESSON TOPIC: What seasonal changes occur in spring?

STANDARDS:
State Science Standards of Learning, Grade 1
1.7   The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in
   a) plants (growth, budding, falling leaves, and wilting);
   b) animals (behaviors, hibernation, migration, body covering, and habitat); and
   c) people (dress, recreation, and work).

State English (Language Arts) Standards of Learning[3]
1.12   The student will write to communicate ideas.
   a) Generate ideas.
   b) Focus on one topic.
   c) Use descriptive words when writing about people, places, things, and events.
   d) Use complete sentences in final copies.
   e) Begin each sentence with a capital letter and use ending punctuation in final copies.

OBJECTIVES:
   Language: The students will
   • use vocabulary about spring,
   • practice grammar rules about capitalization and gender agreement, and
   • read aloud to the class their sentences about spring.

   Content: The students will
   • recognize the characteristics of springtime, and
   • write sentences that describe the characteristics of this season using a spring word bank.

KEY VOCABULARY:
   • Nouns: sol (sun), lluvia (rain), árboles (trees), flores (flowers), mariposas (butterflies), abejas (bees), pájaros (birds)
   • Verbs: volar (to fly), brillar (to shine), tener (to have), calentar (to warm)
   • Adjectives and adverbs: hermoso (beautiful), bonito (pretty), rápidamente (quickly), feliz (happy), refrescante (refreshing)

_____

[3] Note that because few states have standards for language arts in Spanish or other languages, standards for language arts developed in English can also be used, as appropriate, for language arts in Spanish. As is the case in this lesson, doing so can help to promote cross-linguistic connections and promote transfer of shared language arts concepts across English and Spanish.

MATERIALS:

- A set of cutouts of the main elements of spring (I mounted mine on magnets to quickly and easily attach them to the magnetic chalk board in my classroom)
- A corresponding set of labels (some singular, some plural, including articles). These will be the nouns in the list of key vocabulary
- Word Bank—classroom version: vocabulary words written on strips, as well as chart paper with four labeled columns (articles, nouns, verbs, adjectives) onto which the words can be taped during the activity
- Word Banks—student version: several sets (one for each group of three students) of the same word bank as the classroom version (making each set of word strips on a different color of paper helps to keep the sets separate and complete) and photocopies of the column chart that already has the words printed in the correct categories (I used 11x14 paper with landscape orientation)
- Loose-leaf paper for student groups to write their sentences on
- Colored pencils or crayons
- Pictures of the four seasons

BACKGROUND TO LESSON: The students have already studied about fall and winter and have had the opportunity to differentiate pictures about the four seasons. In addition, the students have read some books about spring and have discussed how seasonal changes affect the life of plants, animals, and living things. Students have also developed sentence-writing skills in Spanish language arts.

MOTIVATION: Beginning the lesson together as a class, show students pictures of each of the four seasons, asking them to identify the season depicted. When the students identify spring, ask them to brainstorm about what they know about spring. As each idea (e.g., about flowers, trees, grass, or the sun) is mentioned, hang on the board the appropriate cutout of that element until a spring scene is formed. When the scene is complete, present each label to the group, and call on one child at a time to place a label on the board so that it corresponds with the scene. (It is most effective to place the cutouts in groups that will allow you to differentiate number. For example, placing one bird alone and two or three others together elsewhere in the scene will allow you to have one singular and one plural label for *bird/birds* and point out the correct placement based on the use of the singular/plural form on the label.)

PRESENTATION: Present the vocabulary that will be used by the students to make their sentences about spring (the word bank). Display the words (each written on a separate strip) on the board/chart paper in four columns, one each for articles, nouns, verbs, and adjectives. Discuss with the students the meaning of the new words in the list (you may want to highlight these by displaying them in or on a different color than the others), and review the basic rules of capitalization and punctuation, writing these rules on the board. After that, model for the students the formation of a sentence using the word bank. Start with a noun, pulling it out of the noun column in the bank and placing it on the board. Ask the children's help to form the sentence, and guide them by asking questions about

the noun until the sentence is completed. (For example, if starting with the noun *tree*, ask "What article goes with *tree*?" to elicit the article with the correct agreement, then ask "What does the tree do?" to elicit a verb such as *grow*, and then perhaps ask "What does the tree look like?" to elicit the adjective *tall* from the list.) Each time a new element is suggested, pull it from the bank and place it properly on the board to form the sentence. Be sure to address issues such as capitalization, punctuation, article use, gender, and agreement of nouns and verbs as you develop the sentence.

After completing the sentence, read it together with the students. Then write the sentence beneath the strips and return the words to their columns, indicating to the students that the words have to return to the same columns they came from so that they can be used again. Repeat the process to model a second sentence.

PRACTICE/APPLICATION: Explain that students will work in groups to construct their own sentences using individual student word banks like the one you've just used together. Write the directions on the board and read them to the students:

1. Put the words from the word bank (display a set of cards like the ones they'll be working with) on top of the corresponding word on the preprinted word bank (display a preprinted word bank).
2. Select words from your bank to form a sentence.
3. When your sentence is ready, read it out loud in your group and show it to the teacher.
4. Write your sentence on the blank paper.
5. Return the words to the word bank.

Divide students into groups of three, mixing students with stronger Spanish skills with ones whose skills are less strong. Teachers may wish to assign roles to each member of the group (e.g., Reader, Writer, Sorter) or have students take turns with the different tasks. Distribute the materials (word banks in the form of sets of word strips and the preprinted page with the word bank sorted into columns, loose-leaf paper) to the class. Circulate among groups, observing the students while they work on forming their sentences and helping the children follow the steps of the task and construct their sentences by asking questions such as "What element of spring do you want to be the subject of your sentence?"; "What does a ____ do?"; and "When does this situation occur?" In addition, help the children by reinforcing rules of capitalization, gender, and number agreement. Once the sentence is corrected by the teacher, the writer can write it on his or her group's paper.

REVIEW/ASSESSMENT: One member of each group will be called to the front of the class with the group's paper to read their sentences and show their work (or all group members can read one sentence each if they worked with rotating roles).

The students will be able to identify the elements of spring and explain their characteristics. Assess whether students have understood the meanings of the new vocabulary words (so that, for example, they say that a tree grows and not that a tree warms up) and that they have constructed sentences with words in the proper order, using correct punctuation, capitalization, and agreement.

The Role of Griots in Ancient and Modern Life
Third-Grade Social Studies (delivered in English)

THEME: Ancient Mali

LESSON TOPIC: What is the role of the griot?

STANDARDS:
State History and Social Science Standards of Learning, Grade 3
3.2   The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

OBJECTIVES:
Language: Students will use stories and poems they have written about themselves to perform as griots for the class and will use appropriate expression, intonation, and gestures to make the stories interesting as well as comprehensible for English language learners. They will pose and answer questions after their performances, discussing what they have learned about each other through the process and presentations.

Content: Students will explore the role and practices of the griot in ancient Mali. They will explore the importance of storytelling in ancient and modern times.

Cultural: Students will explore each others' cultural backgrounds through listening to their classmates' stories told in griot form.

LEARNING STRATEGIES:
- Rehearsing and memorizing: using music/rhythm/syncopation as a memorization tool
- Requesting and providing peer feedback
- Summarizing new information
- Using visuals/realia to illustrate an idea

KEY VOCABULARY: Griot, heritage, culture, historian, oral tradition, *balafon*, *kora*

MATERIALS:
- Any personal piece of writing that the child has produced
- Instruments or any object that will make sound/music
- Any props the child deems necessary (he or she may bring items from home)
- If possible, tapes of griots telling/singing stories and Malian music

BACKGROUND TO LESSON: This is an application-of-knowledge lesson situated mid-unit. In a previous lesson, the students will have heard the teacher present a Malian folktale orally (memorized) using musical instruments and props around a model campfire. Students will be familiar with griots and oral storytelling in ancient Mali as well as the concept of funds of knowledge.

MOTIVATION: Students will begin this lesson in small groups, discussing the previously introduced quote, "When a griot dies, a whole library burns down." (What does this mean? How does it relate to you/your family/your culture?)

PRESENTATION: Discuss the role of the griot in both ancient and modern Mali culture. What is the role of the griot? How does it affect the people of Mali and the other cultures around them? Discuss the implications of oral storytelling, history, and knowledge transfer; the instruments used for accompaniment; and the way the griots use expression, sound effects, and gestures to enhance their recitations.

PRACTICE/APPLICATION: After practicing in small groups and providing feedback to each other, students will orally present their previous writing assignment to their classmates using various types of instruments, sound effects, and gestures to enhance their writing. They will also be asked to use props to help their listeners visualize their writing piece even more.

REVIEW/ASSESSMENT: Ask students what they have learned about their peers' background and culture after listening to their presentations. How does it relate to Malian griots? Are there griot-like people in other cultures and in our lives?

EXTENSION: Field trip to the Smithsonian Institution's Children's Theater to watch a performance from a real griot. Contact the Embassy of Mali for any further information or support. Videotape performances to be shared later with other classes in the school.

The Discourse of Reconstruction
Fourth-Grade Social Studies (delivered in English)

THEME: Reconstruction

LESSON TOPIC: The discourse of reconstruction: Discrimination, segregation, and integration

STANDARDS:
State History and Social Science Standards of Learning, Grade 4
8   The student will demonstrate knowledge of the reconstruction in the state following the Civil War by:
         b) identifying the effects of segregation and "Jim Crow" on life in the state.

State English Standards of Learning, Grade 4
4.3   The student will read fiction and nonfiction with fluency and accuracy.
         a) Use context to clarify meanings of unfamiliar words.
         c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

4.5   The student will read and demonstrate comprehension of nonfiction.
         h) Distinguish between cause and effect and between fact and opinion.

OBJECTIVES:
         Language: Students will
         • use context clues to determine the meaning of unfamiliar words (day 1),
         • identify segregation and integration as antonyms (day 1), and
         • incorporate a cause-and-effect situation into a topical skit (day 2).

         Content: Students will
         • understand the concepts of discrimination, segregation, and integration (day 1), and
         • apply knowledge of cause and effect to the concepts of segregation and discrimination (day 2).

LEARNING STRATEGIES:
         • Using a vocabulary definition map (graphic organizer)
         • Using contextual information to determine meaning
         • Completing a sorting activity (rehearsal strategy)

KEY VOCABULARY: Discrimination, segregation, integration

MATERIALS:
- The book, *Baloney (Henry P.),* by Jon Scieszka, was used in class before this lesson.
- Day 1: Vocabulary definition maps (see Echevarria et al., 2004, p. 53, for example), overhead transparencies of scenarios # 1 and #2, copies of scenarios #3 and #4 for each group
- Day 2: Examples of causes and effects written on separate sentence strips

DAY 1

MOTIVATION:
- Show the students *Baloney (Henry P.).* Remind them that we used context clues to comprehend this book, and tell them that today's lesson will require them to use the same skills.
- Ask the students to close their eyes and picture a "zorple" in their mind. Write the word *zorple* on the board, and discuss the fact that this is a nonsense word and therefore they could not know what it means.
- Display scenario #1 on an overhead projector, read it aloud, and ask what a zorple is. Discuss how the students were able to figure out the definition.

PRESENTATION:
- Emphasize the objectives of the lesson.
- Give each student three blank vocabulary definition maps.
- Display scenario #2. As a class, fill in the first vocabulary definition map step by step, demonstrating how identifying key words and phrases (e.g., "treat others unfairly," "women were not allowed to vote") as multiple clues to an unfamiliar word's meaning helps in constructing the meaning from the context.

PRACTICE/APPLICATION: Give each group of students the remaining two scenarios and allow them to work together to fill in the vocabulary definition map for each word.

REVIEW/ASSESSMENT: Facilitate a class discussion of the final two vocabulary definition maps and discuss which two of the three vocabulary words are antonyms. For each of the three vocabulary words, ask students to show a thumbs up if they think they understand the word or a thumbs down if they do not. If students do not understand the words, spend more time in the review portion of the next day's presentation of the lesson.

DAY 2

MOTIVATION:
- Sorting activity: Read the examples of causes and effects that have been written on sentence strips and display them on the board. (I used examples that the students had previously learned through a science unit on weather,

which was taught in Spanish. For example, one cause was "cold air and hot air mix together over warm water" and the effect was "a hurricane may form.") Choose a pair of students to select a cause and its matching effect from the examples. After sharing with the class, the pair puts the cause and effect under the appropriate column heading on the board. Continue to have pairs of students select causes and effects until the sort is completed.

- Tell the students that they will need to use their knowledge of cause-and-effect relationships in today's lesson.

PRESENTATION:
- Emphasize the objectives of the lesson.
- Review the three vocabulary words from day 1, eliciting explanation from the class.
- Display the following question and allow students to discuss possible answers in groups: What cause-and-effect connections can be made between discrimination and segregation? Discuss this question as a class.

PRACTICE/APPLICATION:
- Assign one of the three vocabulary words to each group of about three or four students. (It's fine for a word to be assigned to more than one group.)
- Allow each group to create a skit/scene to demonstrate their word. Remind them that their skits must incorporate a cause-and-effect relationship.
- Allow each group to perform its skit for the class.
- After each skit, discuss the word that was demonstrated and the cause-and-effect relationship.

REVIEW/ASSESSMENT:
- As an assessment of their learning, ask students to write down the definition of each of the terms in their own words and to use them in a sentence.
- End the lesson with a review of the objectives and a preview of the coming lessons in which they will apply their knowledge of discrimination, segregation, and integration into life in the state during reconstruction.

SCENARIOS TO BE PRINTED ON TRANSPARENCY FILM:

1. What does *zorple* mean?

After a long, cold winter, the weather was finally becoming warmer. Mario couldn't wait to ride his bike, but he remembered that he needed to fix it before he could ride it. Therefore, he went to the garage and opened the toolbox. Lying right next to the hammer, Mario found the *zorple*. It was exactly what he needed to fix his bike. Within 15 minutes, Mario's bike was fixed, and he was riding it down the sidewalk.

2. What does *discrimination* mean?

Even though most people agree that it is not right to treat others unfairly, many groups of people have faced *discrimination* throughout history. One example of discrimination in our history involved voting rights. African American men were not allowed to vote until after the Civil War. However, *discrimination* against women's voting rights continued. In fact, women were not allowed to vote until 1920!

SCENARIOS TO BE COPIED FOR WORKSHEETS:

3. What does *segregation* mean?

       Maria and her friend Doris wanted to spend an afternoon together at the movies. However, their experience was totally different from what you would expect today. That's because it was during the time of *segregation*, and Maria was White and Doris was African American. When they got on the bus, Maria had to sit near the front, and Doris had to sit way in the back. When they arrived at the movie theatre, Maria and Doris were not even allowed to sit next to each other. If they did, they would be breaking the law! The *segregation* laws didn't allow Maria and Doris to spend much time together that afternoon.

4. What does *integration* mean?

       Some people did not agree with segregation. They felt that Blacks and Whites should be allowed to use the same bathrooms, drink from the same water fountains, and go to the same schools. However, many White people wanted to keep Whites and Blacks separate. They did not like the idea of *integration*, especially *integration* of the schools. Some public schools actually closed so that the Black students could not go to school with the White students.

Aplicaciones Prácticas de Fracciones, Porcentajes y Decimales
Matemáticas en Español (Grado 5)

UNIDAD: Explorar fracciones, decimales y porcentajes como partes de un entero.

TEMA DE LA LECCION: Aplicaciones prácticas de fracciones, porcentajes y decimales: Diseñar el patio de recreo de mi escuela

ESTÁNDARES:
Estándares de Aprendizaje de Matemáticas, Grado 5
5.2   Los alumnos reconocerán y nombrarán el uso de fracciones comunes (medios, cuartos, quintos, octavos y décimos) y sus equivalentes formas decimales.

OBJETIVOS:
   Objetivos de Lenguaje: Los alumnos
   - hablarán de sus proyectos en pequeños grupos,
   - usarán terminología para describir tamaño relativo y expresar la misma cantidad en fracciones, decimales, y porcentajes, y
   - usarán un lenguaje persuasivo, oralmente y por escrito, para explicar a la clase sus diseños y las razones por las que los seleccionaron.

   Objetivos de contenido: Los alumnos
   - representarán fracciones comunes (1/2, 1/3, 1/4, 1/5, 1/6,1/8, 1/10) en hojas de cuadrículas de 10x10,
   - harán conexiones acerca de la relación entre fracciones, porcentajes y decimales, y
   - aplicarán su conocimiento de fracciones, porcentajes y decimales a tareas cotidianas que requieran proporciones.

VOCABULARIO CLAVE:
   - Un medio, un tercio, un cuarto, un quinto, un sexto, un octavo y un décimo.
   - Porcentaje
   - Fracción
   - Cuadrícula de 10x10
   - Fracción equivalente
   - Proporción
   - Diseño
   - Porción

MATERIALES:
   - Cartel con el título: "El Patio de Recreo Ideal para mi Escuela"
   - Hojas de cuadrículas de 10x10
   - Crayones, marcadores, lápices, goma en barra
   - Calculadoras
   - Cartel mostrando fracciones y sus respectivos porcentajes.

- Hojas modelo para el informe escrito.
- Dibujo modelo de un patio de recreo.
- Hojas de cuadrículas de 10x10 mostrando ejemplos del tamaño de diferentes fracciones.

ANTECEDENTES: Los alumnos han estudiado el uso de fracciones comunes, decimales y porcentajes con sus respectivos significados. Además han explorado las equivalencias entre fracciones, decimales y porcentajes usando hojas de cuadrículas de 10x10.

MOTIVACIÓN: Pida a los alumnos que mencionen las áreas de juego que encuentran en su patio de recreo y los elementos de los patios de recreo de otros colegios que puedan haber visitado anteriormente. A los alumnos que proceden de otros estados o países, pregúnteles cómo son los patios de recreo de sus estados o países en comparación con los de aquí. Pida a los alumnos que se imaginen que ellos son arquitectos y que tienen la responsabilidad de diseñar el nuevo patio de recreo de su escuela. Cuelgue en la pizarra el cartel titulado "El Patio de Recreo Ideal de mi Escuela" y pida a los alumnos que sugieran las áreas que les gustaría incluir en el diseño. Presente a la clase las actividades del día y los objetivos de la lección.

PRESENTACIÓN: Muestre a los alumnos un modelo del patio de recreo de la escuela ilustrando el área total del patio y su división en las porciones correspondientes a cada fracción. Hable con los alumnos sobre la importancia de algunas áreas en particular y sobre los tamaños más apropiados para algunas de ellas, a la vez que tienen en cuenta los requisitos de los niños de diferentes edades. Enfatice que el total de las porciones consideradas en el diseño debe ser equivalente al área total asignada en la cuadrícula de 10x10. Mencione que los decimales y sus correspondientes porcentajes también pueden ser representados en cuadrículas de 10x10, y recuerde a los alumnos cuáles son los recursos que tienen a su alcance para calcular el decimal o porcentaje equivalentes a una fracción (carteles, calculadoras, etc.).

PRÁCTICA Y APLICACIONES: Asigne grupos de tres alumnos y distribuya el material que se necesita para la actividad. Los alumnos en sus respectivos grupos hablarán sobre las áreas que podrían incluir en su patio de recreo, así como sobre los tamaños más apropiados para cada área. Una vez que los grupos hayan determinado el área y las proporciones del patio de recreo, los alumnos realizarán las conversiones necesarias a fracciones y decimales, asegurándose de utilizar toda la cuadrícula de 10x10 para su diseño. Después, prepararán sus informes escritos en los que describirán en detalle las áreas del patio de recreo, el tamaño de cada área en fracciones, decimales, y porcentajes, y sus justificaciones para el tamaño de cada área. También deberán diferenciar las diferentes áreas en su diseño con diferentes colores (si hay tiempo, también se les podría pedir que añadieran símbolos que representaran las diferentes áreas y una clave para los símbolos), y prepararse para presentar sus informes y representaciones gráficas (las cuartillas de 10x10) a la clase. Después de que todos los grupos (o los grupos que deben hacer sus presentaciones ese día) hayan terminado, repasen los objetivos todos juntos para ver si se han realizado.

REVISIÓN/EVALUACIÓN: A medida que los alumnos vayan presentando sus diseños y se vayan repasando los informes escritos, considere los siguientes criterios:

- ¿Son los diseños presentados realistas e interesantes?
- ¿Están las fracciones convertidas correctamente a decimales y porcentajes?
- ¿Reflejan las representaciones visuales en la cuartilla de 10x10 de manera correcta las fracciones indicadas en el informe?
- ¿Presentan los alumnos razonamientos persuasivos para apoyar sus decisiones?

EXTENSION: Lleve a los alumnos al patio de recreo y pídales que hagan estimaciones sobre las proporciones de cada área. Hable de cómo el tamaño de cada área afecta la manera en que los alumnos usan el patio de recreo. Pida a los alumnos que consideren el tamaño relativo de otros lugares, como por ejemplo, las áreas de los cuartos de su casa, y como eso afecta su uso.

Practical Applications of Fractions, Percents, and Decimals
Fifth-Grade Math (delivered in Spanish)

THEME: Relating fractions, percents, and decimals as a part of a whole

LESSON TOPIC: Practical applications of fractions, percents, and decimals: Designing my school's playground.

STANDARDS: State Mathematics Standards of Learning, Grade 5
5.2   The student will recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa.

BACKGROUND TO LESSON: The students have studied the common use of fractions, decimals, and percents, and their meanings. Students also explored the equivalence between fractions, decimals, and percents, using 10x10 grids.

OBJECTIVES:
    Language: The students will
    •   discuss their projects in small groups,
    •   use appropriate terminology for describing relative size and expressing the same amount in fractions, decimals, and percents, and
    •   use persuasive language to explain their designs and the reasons for their decisions to the class, both orally and in writing.

    Content: The students will
    •   represent common fractions (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10) on 10x10 grids,
    •   make connections about the relationship between fractions, percents, and decimals, and
    •   apply their knowledge of fractions, percents, and decimals to a real-life task involving proportions.

KEY VOCABULARY:
    •   One half, one third, one fourth, one fifth, one sixth, one eighth, one tenth
    •   Percent
    •   Fraction
    •   10x10 grid
    •   Equivalent fraction
    •   Proportion
    •   Design
    •   Portion

MATERIALS:
- Poster paper with the title "My school's ideal playground"
- 10x10 paper grids
- Crayons, markers, colored pencils, glue sticks
- Calculators
- Posters of equivalent fractions and percents
- Loose-leaf paper for the written report
- Sample drawing of a school playground
- 10x10 grid papers illustrating different sizes of fractions

---

MOTIVATION: Ask students what the different areas in their school playground are and what the elements are of other playgrounds they have visited. For students who have come from other areas of the country or the world, ask them how playgrounds in those regions compare to those where they now live. Ask the students to imagine that they are architects who are responsible for designing a new playground for their school. Hang on the board the poster titled "My school's ideal playground" and ask students to suggest areas they would like to include in the design. Introduce the day's activity and objectives.

PRESENTATION: Show the students a representation of a school playground, illustrating the whole area of the playground and its division into different fractions. Discuss with the students the relative importance of the areas and requirements for size and separation of older and younger students. Emphasize that the total of the areas considered in the design should be equivalent to the whole area assigned in the 10x10 grid. Briefly review how to represent common fractions in a 10x10 grid. Point out that equivalent decimals and percents can also be represented in the 10x10 grid, and remind students what resources they can use to help them calculate the equivalent decimal or percent for a fraction (posters, calculators, etc.)

PRACTICE/APPLICATION: Divide students into groups of three and distribute the materials needed for the activity. The groups will discuss the areas that could be included in their ideal playground, decide which to include, and then determine the appropriate size of each area. Once each group has determined the area and proportions for its playground, students will make the necessary conversions into percents and decimals. Students should be sure to use the whole 10x10 grid for their designs. Students will then prepare written reports detailing the areas in their playground; the size of each area in fractions, decimals, and percents; and their justifications for the size of each area. They should also distinguish the different areas in their design with color (if time allows, you may also wish to instruct them to add symbols representative of the areas and a key to those symbols) and prepare to present their written reports and visual representations (10x10 grids) to the class. Groups present their designs orally and turn in their written reports. After all groups (or all groups presenting that day) have concluded, review the objectives together, determining if each was met.

REVIEW/ASSESSMENT: As students present their designs to the class and in reviewing the written report, consider the following criteria:

- Did students come up with a realistic and interesting design?
- Are fractions correctly converted to decimals and percent?
- Does the visual representation on the 10x10 grid accurately reflect the fraction indicated in the written report?
- Do students present persuasive rationales for their decisions?

EXTENSION: Take students out to their own playground and ask them to estimate the proportions of each area. Discuss how the size of each area affects the way students use the playground. Ask students to consider the relative size of other environments, such as areas within the rooms of their home, and how that affects their use.

Preparing to Write a "Love" Poem
Seventh-Grade Spanish Language Arts

UNIT: Poetry (See Unit Plan)

LESSON TOPIC: Writing a love poem for Mother's Day using rhetorical devices

STANDARDS:
State English Standards of Learning, Grade 7
7.4   The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
        b) Recognize analogies and figurative language.
7.5   The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
        c) Describe the impact of word choice, imagery, and poetic devices.

School District Fluent Speakers Curriculum
Listening
7.1.4   Listen in order to state purpose and main idea of an oral presentation
Speaking
7.2.1   Use appropriate verb tenses in familiar settings
7.2.3   Narrate and describe in past, present and future tenses
7.2.5   Perform well in most informal and some formal settings
Reading
7.3.3   Compare and contrast elements in a reading selection

OBJECTIVES:
        Language: The students will orally present the main idea of their paragraph to their group using complete sentences, and read poems out loud using correct pronunciation and expression.

        Content: The students will identify rhetorical devices (simile, metaphor, personification, and hyperbole) in selected excerpts**.**

        Cultural: The students will read information regarding the origins of Mother's Day around the world and comment on the differences and similarities regarding how and when Mother's Day is celebrated in the United States and in Latin America.

KEY VOCABULARY: Símil (simile), metáfora (metaphor), personificación (personification), hipérbole (hyperbole)

MATERIALS:
- Teacher-compiled excerpts of verses from a variety of authors ranging from well known/well established to lesser known
- Definitions of rhetorical devices
- Reading on the origins of Mother's Day from www.terra.es/personal/angerod/diamadre.htm

- Teacher-created reading on how Mother's Day was celebrated in Nicaragua when she was growing up

MOTIVATION: Ask the questions: Why are mothers important? Why do we celebrate Mother's Day? How do you celebrate Mother's Day? Read the objectives for the lesson from the board where they are posted.

PRESENTATION: Jigsaw activity:
- With students seated in their normal working groups, create "expert groups" by having students count off 1 to 4. Send all students with like numbers to the same table and hand out each group's portion of the reading assignment. (See attached numbered readings.) Groups have 3 minutes to read, confer, and agree on an answer to the question at the bottom of their passage. When the time is up, send students back to their original groups to share the information from their expert groups and fill out the worksheet (see attached) with all the questions.
- Each expert must orally provide the rest of the group with the main idea of his or her paragraph and help the group answer the question related to that paragraph. The groups have 5 minutes to complete this task.
- At the end of the 5 minutes, the teacher puts a graphic organizer on the overhead projector and proceeds to gather all the information from the groups. The objective is to give them an organized view of all the information so that they can compare the similarities and differences of how Mother's Day is celebrated in the United States and in Nicaragua.

Briefly discuss the two questions at the bottom of the worksheet regarding a title for the reading and the connection between the reading and what we are studying in class. Because we are about to write poetry, this discussion segues into the next activity: identifying rhetorical devices in preparation for writing.

PRACTICE/APPLICATION: Each group receives an envelope containing verses written on strips of paper of one color and brief definitions of four of the rhetorical devices studied so far on paper of a different color. (See attached verses and device definitions.) Groups have 2 minutes to pair up the verses with the rhetorical devices they contain. At the end of the allotted time, groups take turns reading their verses to the class and identifying the rhetorical devices.

REVIEW/ASSESSMENT:
- Interact with individual groups as they work on their tasks throughout the lesson.
- Review objectives: Teacher asks for volunteers to read objectives and requests confirmation of whether the objectives were met.
- Wrap up: Ask students to write an outcome sentence to convey something they learned or understood from today's lesson, and if time allows, ask one or two students to share their sentences.

EXTENSION:

With the day's activities as inspiration, students are asked to write a poem to their mother for homework, using four rhetorical devices:

- Write a simile about one of the following: your mother's face, hands, personality, etc.
- Write a metaphor about what you think your mother is to you.
- Personify any of your mother's qualities that you find endearing.
- Hyperbolize something related to your mother.

Give the students the following parameters for their poem:

- Write a title for your poem.
- Write two stanzas containing four lines each.
- Use a meter of eight syllables or more.
- Rhyme or not.

UNIT PLAN: POETRY

STANDARDS:
State English Standards of Learning, Grade 7
7.4   The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
        c) Recognize analogies and figurative language.
7.5   The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
        b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
        c) Describe the impact of word choice, imagery, and poetic devices.
        d) Explain how form, including rhyme, rhythm, repetition, line structure, & punctuation, conveys the mood & meaning of a poem.

School District Fluent Speaker's Curriculum

Listening	7.1.4	Listen in order to state purpose and main idea of an oral presentation
Speaking	7.2.1	Use appropriate verb tenses in familiar settings
	7.2.3	Narrate and describe in past, present and future tenses
	7.2.5	Perform well in most informal and some formal settings
Reading	7.3.3	Compare and contrast elements in a reading selection
	7.3.8	Distinguish among some short stories, legends, myths, plays and poetry
Writing	7.4.1	Capitalize and punctuate correctly
	7.4.3	Organize thoughts in a logical sequence
	7.4.5	Write outlines to organize ideas

Poems for introduction—building background questions	Poems to identify rhetorical devices	Poems to apply meter and read for comprehension
o Gustavo Adolfo Bécquer - Rima XXI o Rubén Darío - Campoamor o Dena Gollopp - A mi Nicaragua	o Gabriela Mistral - El ruego del libro o Cristina Lacasa - Las manos de la abuela o Ana María Fagundo - La canción del árbol o Emma Pérez - Se cayó la luna o Lope de Vega - Los ratones o Nicolás Guillén - Adivinanzas o Rubén Darío - El trópico o Nicolás Guillén - La Osa Mayor o José Martí - Los dos príncipes o Juan Ramón Jiménez - El pájaro libre	o Francisco de Quevedo - Poderoso caballero es don Dinero o José de Espronceda - Canción del Pirata o José Martí - Mi verso, Versos sencillos o Rosalía Castro - Las campanas o Pedro Antonio de Alarcón - Conjugación del verbo "Amar"

Key Concepts	Content Objectives	Language Objectives
Finding the meter in a poem: • Identifying types of words in Spanish: *agudas, llanas, esdrújulas* • Dividing words in syllables • Rules that apply when, in the interior of the verse, one word ends in a vowel and the adjacent word begins in a vowel • Rules that apply to "h" and "y" **Key Vocabulary** Símil (simile) Metáfora (metaphor) Personificación (personification) Rima (rhyme) Hipérbole (hyperbole) Simbolismo (symbolism) Onomatopeya (onomatopoeia) Aliteración (alliteration)	Students will • compare and contrast prose and poetry, • answer the question, What is poetry?, • answer the question, What impact does poetry have on the reader?, • identify simile, metaphor, personification, hyperbole, rhyme, imagery, etc., • find the meter of several poems, • apply knowledge of meter to improve the rhythm of their poems, • apply knowledge of rhetorical devices by using simile, metaphor, meter and personification in their poetry, and • create a poetry booklet with a title, front and back cover, table of contents, illustrations, comments page and biography.	Students will • write using appropriate tense, subject–verb agreement, • write using appropriate accent marks, • write using appropriate noun–adjective agreement, • identify the different types of words in Spanish: *aguda, grave,* and *esdrújula*, and • identify key vocabulary necessary to comprehend the message in each poem. **Cultural Objectives** Students will • read information regarding the origins of Mother's Day around the world, • discuss the differences and similarities found in how and when Mother's Day is celebrated in the United States and in Latin America, • discuss the importance of poetry in various cultures of Latin America, and • experience poetry as a cultural activity by participating in the sixth annual Children's Poetry Marathon.

Vocabulary Tasks	Reading Tasks	Writing Tasks	Speaking/Listening Tasks	Grammar Focus	Student Learning Strategies
Cloze exercises with vocabulary extracted from poem packet Identification of rhetorical devices. The findings are used as a reference when students create their own devices in personal poetry.	Read poems and answer reading comprehension questions. Read definitions of rhetorical devices and search for examples present in each poem. Read information on the origin of Mother's Day.	Write six poems. Write a biography. Write a table of contents. Write comments about another student's poems. Answer questions on the Mother's Day reading. Take notes during teacher mini-lecture.	Individual sharing of examples of each rhetorical device found in selected poems Group sharing of meter found in various poems and answers to comprehension questions Group sharing of rhetorical devices paired up with poems Individuals sharing/listening to information on the reading they did during Mother's Day jigsaw	Correct use of adjective–noun agreement Correct use of subject–verb agreement Correct use of verb tenses Correct use of accent marks	Use meter as a strategy to improve rhythm in personal poetry Writing strategy: Cluster for brainstorming/creating a personal word bank Writing strategy: Mapping for generating ideas and how to connect them in a poem Reading strategy: Jigsaw Think/pair/share

Nombre: _____   Período:_____

Contesta las preguntas sobre el origen del Día de las Madres:

Párrafo 1 Idea principal:

1. ¿Quiénes comenzaron a celebrar el Día de las Madres primero? Nombra dos razones para celebrarlo en el mes de mayo:

Párrafo 2 Idea principal:

2. ¿Quién les escribió a muchas personas para establecer un día para honrar a las madres? ¿Quién instituyó el segundo domingo de mayo como día de las madres en los Estados Unidos?

Párrafo 3 Idea principal:

3. ¿Por qué celebran el Día de las Madres el 10 de mayo en México? ¿Por qué celebran el Día de las Madres el 30 de mayo en Nicaragua?

Párrafo 4 Idea principal:

4. Escribe dos maneras en las que se celebra el Día de las Madres en Nicaragua:

    1.

    2.

Para pensar:

¿Qué título le pondrías a la lectura?

¿Qué relación hay entre esta lectura y lo que hacemos en clase ahora?

1 El día de la madre en casi toda Europa es el primer domingo de mayo. El mes de mayo es el tiempo dedicado a la Virgen María y por lo tanto, no nos ha de extrañar que el primer domingo de este mes se le dedique a todas las madres, tal y como lo fue María de Jesús. Es también el mes de las flores y ¡a qué madre no le gustan las flores! De hecho, las celebraciones dedicadas a las madres vienen de la antigüedad, concretamente ya en la Grecia antigua se rendía culto a la diosa Rea, considerada en el mundo mitológico como la madre de los dioses por haber engendrado a Zeus, Hades, Poseidón, Hera, Hestia y Deméter.

www.terra.es/personal/angerod/diamadre.htm

¿Quiénes comenzaron a celebrar el Día de las Madres primero? Nombra dos razones para celebrarlo en el mes de mayo:

2 El origen de la celebración del día de la madre en Estados Unidos empezó poco después de la muerte de la madre de una joven llamada Ana Jarvis que falleció en el 1905. En honor a su propia madre, la chica, residente en Philadelphia decidió escribir cartas a organizaciones y políticos para rendir un homenaje a las madres de todo el mundo. En 1914, el proyecto se haría realidad gracias al Presidente de los Estados Unidos Woodrow Wilson, quien declaró como "Día de la Madre" el segundo domingo de mayo. Posteriormente otros países se sumarían a la propuesta.

www.terra.es/personal/angerod/diamadre.htm

¿Quién les escribió a muchas personas para establecer un día para honrar a las madres? ¿Quién instituyó el segundo domingo de mayo como día de las madres en los Estados Unidos?

3 No todos los países celebran el día de la madre el mismo día, fíjate que en el principio ya te he comentado que en la mayoría de países de Europa es el primer domingo de mayo, en Estados Unidos y en Alemania, es el segundo, y en países de Latinoamérica, la fecha también varía. En México por ejemplo, es el 10 de mayo porque fue en esa fecha en 1922 cuando se celebró por primera vez la fiesta. En Nicaragua, por poner otro caso, se escogió el 30 de mayo, ¿sabes por qué? Pues porque en dicha fecha era el cumpleaños de Casimira Sacasa, madre de la esposa de Anastasio Somoza, presidente entonces de este país en la década de los años 40.

www.terra.es/personal/angerod/diamadre.htm

¿Por qué celebran el Día de las Madres el 10 de mayo en México? ¿Por qué celebran el Día de las Madres el 30 de mayo en Nicaragua?

4 En Nicaragua el Día de las Madres se celebra de muchas maneras. Algunos nicaragüenses lo celebran con una serenata para su madre en la madrugada. Despiertan a su mamá cantándole canciones apropiadas para la ocasión como las mañanitas. En las escuelas, los niños hacen regalos especiales para su mamá y a veces hasta preparan un programa especial de poesía y canto donde les rinden tributo a sus madres con canciones y poesía original dedicada a ellas. Cuando yo era pequeña, una manera especial en que se celebraba el Día de las Madre en mi pueblo, Bluefields, era con programas especiales en la radio. Los hijos compraban quince, treinta o sesenta minutos de tiempo al aire para su madre. Durante ese tiempo que compraban, tenían el derecho de poner las canciones favoritas de su madre en la radio. Leían poemas originales o escritos por poetas famosos. Se repetía una y otra vez el nombre de la madre homenajeada durante este tiempo especial para ella. Ella solo tenía que sintonizar su radio a su estación favorita para escuchar su programa especial. Solía separarse una porción del día para un maratón de poesía a las madres donde cualquier persona podía venir a leer el poema que había escrito para su madre.

¿Cuáles son las maneras especiales de celebrar el Día de las Madres en Nicaragua? ¿Cuál de esas maneras se relaciona con lo que hemos estado haciendo en clase durante esta semana?

Nombre: _____   **Periodo:** _____

FIGURAS RETÓRICAS ORIGINALES
Preparemos las figuras retóricas para incluir en el poema que vas a escribirle a tu mamá.

Usando las actividades anteriores como inspiración, piensa en tu mamá y tus sentimientos hacia ella. Escribe:

a. un símil: puedes usar su cara, sus manos, su personalidad para comparar con otras cosas que te hacen sentir su amor.

b. una metáfora: ¿Qué transformación crees que ves en tu madre cuando la miras con amor? ¿En que cosas pueden convertirse sus cualidades?

Escoge una de las dos:
c. una personificación: Dale las cualidades de tu madre a un objeto especial.

d. una hipérbole: Exagera algo que tu mamá hace muy bien.

Verses to pair up with rhetorical devices were taken from the following:
- www.tubreveespacio.com/poemas-madre.htm
- www.marieb.com/madres.html
- www.geocities.com/ml97.geo/poesias_nueva_madres.html

Madre
(Juan Ramón Jiménez)

Madre tú eres como el mar; que
aunque las olas
de tus años se cambien y se muden,
siempre es igual tu sitio
al paso de mi alma.

Caricias
(Gabriela Mistral)

Madre, madre, tú me besas,
pero yo te beso más.
Como el agua en los cristales,
caen mis besos en tu faz...

Las manos de mi madre
(Alfredo Espino)

¡Ellas cuando la vida deja
mis flores mustias
son dos milagros blancos
apaciguando angustias!
Y cuando del destino
me acosan las maldades,
son dos alas de paz
sobre mis tempestades.

Madre
(Luis Mario)

Canta la 'nana' y su canto
es un rumor celestial,
cual pañuelo musical
que se bebe nuestro llanto.

A mi madre
(Julio Florez)

Ella es el astro
de mi noche eterna;
su limpia luz, en mi interior,
se expande.. expande.. expande
como el rayo del sol
en la caverna.

¡Yo la adoro! la adoro
sin medida,
con un amor como ninguno
grande.. grande, grande!
al ser que me dio la vida.

Esa es mi madre
(M. Maritza)

Si existe un ángel
sobre la tierra,
esa es mi madre.

Si existe ternura en
el beso que pasa,
esa es mi madre.

Si existe una paloma
mensajera de paz..
esa es mi madre.

El símil: se comparan dos cosas distintas usando las palabras: como, tan, se parece a, igual, parecido, etc.

El símil: se comparan dos cosas distintas usando las palabras: como, tan, se parece a, igual, parecido, etc.

El símil: se comparan dos cosas distintas usando las palabras: como, tan, se parece a, igual, parecido, etc.

El símil: se comparan dos cosas distintas usando las palabras: como, tan, se parece a, igual, parecido, etc.

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La metáfora: una cosa se convierte en otra haciendo así una comparación entre ambas cosas

La personificación: a un animal o un objeto inmóvil se le da características que sólo tienen los seres humanos

La hipérbole: Consiste en exagerar la realidad

La hipérbole: Consiste en exagerar la realidad

References

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Erlbaum.

Calderón, M., & Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual programs: A step-by-step guide for administrators, teachers, and parents*. Thousand Oaks, CA: Corwin Press.

Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.

Echevarria, J., & Short, D. (2004). Using multiple perspectives in observations of diverse classrooms: The Sheltered Instruction Observation Protocol (SIOP). In H. Waxman, R. Tharp, & S. Hilberg (Eds.), *Observational research in U.S. classrooms: New approaches for understanding cultural and linguistic diversity* (pp. 21–47). Boston: Cambridge University Press.

Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. *Journal of Educational Research, 99*(4), 195–210.

Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP Model* (2nd ed.). Boston: Pearson/Allyn & Bacon.

Freeman, Y. S., Freeman, D. E., & Mercuri, S. P. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.

Guarino, A. J., Echevarria, J., Short, D., Schick, J. E., Forbes, S., & Rueda, R. (2001). The Sheltered Instruction Observation Protocol. *Journal of Research in Education, 11*(1) 138–140.

Howard, E. R., & Christian, D. (2002). *Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary school level* (Educational Practice Report 9). Santa Cruz, CA, and Washington, DC: Center for Research on Education, Diversity & Excellence.

Howard, E. R., & Sugarman, J. (in press). *Realizing the vision of two-way immersion: Promoting bilingualism and biliteracy through intellectualism, equity, and leadership*. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems.

Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of the research* (Report No. 63). Baltimore, MD: Center for Research on the Education of Students Placed At Risk.

O'Malley, J. J., & Chamot, A. U. (1990). *Learning strategies in second language acquisition.* New York: Cambridge University Press.

Proctor, C. P., August, D., Carlo, M. S., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*(1), 159–169.

Short, D. J., & Echevarria, J. (1999). *The Sheltered Instruction Observation Protocol: A tool for teacher-research collaboration and professional development* (Educational Practice Report 3). Santa Cruz, CA, and Washington, DC: Center for Research on Education, Diversity & Excellence.

Short, D., & Echevarria, J. (2004/2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 8–13.

Short, D. J., Hudec, J., & Echevarria, J. (2002). *Using the SIOP® Model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics.

Soltero, S. W. (2004). *Dual language: Teaching and learning in two languages*. Boston: Allyn & Bacon.