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Effective bilingual practices for early childhood reading and language arts :/ a professional development seminar and model thematic unit for English-Spanish bilingual educators

Priscila Palomino de Piper
University of Northern Iowa

Effective bilingual practices for early childhood reading and language arts :/ a professional development seminar and model thematic unit for English-Spanish bilingual educators

Abstract

This project provides a workshop framework for the implementation of effective bilingual practices in early childhood reading and language arts. It is designed as a series of workshops for English-Spanish bilingual educators, with the purpose of providing ideas and strategies to support the development of reading and language arts programs in both languages. It is important to point out that the success of a language program relies not only on excellent research, but also on the support of parents, teachers, administrators and the whole community. It is important to believe that no language is superior to any other, that the language and literacy acquisition of more than one language "provides for a more resilient cornerstone for cognition and a more diversified body of mental abilities" (Izquierdo, 2000, p. 6).

Effective Bilingual Practices for Early Childhood Reading and Language Arts: A Professional Development Seminar and Model Thematic Unit for English-Spanish Bilingual Educators

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Priscila Palomino de Piper

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Graduate Faculty Reader

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Date Approved

Andrea DeBruin-Parecki
Graduate Faculty Reader

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Date Approved

Rick Traw
Head, Department of Curriculum and Instruction

Table of Contents

List of Tables

PART I:

THEORETICAL FRAMEWORK AND PROJECT DESIGN

Introduction: Rising to Meet the Challenge

In recent years many classroom teachers have experienced changes in the cultural and linguistic backgrounds of their students. Demographic changes in our society from the growing number of immigrants have created significant challenges for many schools. In the U.S., the enrollment of children who come from two or three (or more) language communities is an established feature in many schools. The minority population in Iowa has also increased significantly. The 2000 Census shows the dramatic growth in Hispanic population in the state: 156.2% in between 1990 and 2000, as opposed to 1.2% between 1980 and 1990, and 0.6% in 1970 (U.S. Census Bureau, 2000; *Waterloo Courier*, July 6, 1995).[1] These changing demographic realities have a significant impact on elementary classrooms, as increasing numbers of students come from linguistically and culturally diverse backgrounds. This situation presents a challenge to professional educators who seek to ensure that all children achieve their potential. As Secretary of Education Richard Riley stated, "dealing with this kind of change requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process" (*NABE News*, May 1, 2000, p. 12). Therefore, it is important to implement research-based language programs that provide the scaffolding that will result in highly literate children, in their native languages as well as in English (Ovando & Collier, 1998).

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[1] According to the 2000 U.S. Census, there are 82,473 Hispanics/Latinos living in Iowa, up from 32,647 in 1990.

This project provides a workshop framework for the implementation of effective bilingual practices in early childhood reading and language arts. It is designed as a series of workshops for English-Spanish bilingual educators, with the purpose of providing ideas and strategies to support the development of reading and language arts programs in both languages. It is important to point out that the success of a language program relies not only on excellent research, but also on the support of parents, teachers, administrators and the whole community. It is important to believe that no language is superior to any other, that the language and literacy acquisition of more than one language "provides for a more resilient cornerstone for cognition and a more diversified body of mental abilities" (Izquierdo, 2000, p. 6).

Literature Review

The United States has always been an immigrant culture. During the 18th and 19th centuries, multiple languages other than English were used as the languages of instruction in U.S. schools (Ovando & Collier, 1998). Nevertheless, during the period between the World Wars, bilingual instruction disappeared from U.S. public schools for nearly half a century. Then, during the Cuban Revolution, many educated Cubans immigrated to Florida where they established bilingual programs in English and Spanish (Lessow-Hurley, 1996). The success of these bilingual programs inspired the implementation of bilingual programs in many states with large populations of Spanish speakers. Unfortunately, some of these programs were not well implemented. Teachers lacked appropriate Spanish materials (Ovando & Collier, 1998). Some Spanish-speaking students were transitioned out of the program by second grade (i.e., early exit). Other

students were learning English in "pull out" programs which were not integrated with other subjects. As a result, many of these students were consistently below average when compared to cognitive standards, and many dropped out before finishing high school. (Collier & Thomas, 1988).

Today, two-way dual language education is rapidly increasing because its goals promote high levels of proficiency in both languages (Izquierdo, 2000). Izquierdo also explains the following about two-way bilingual programs:

> [They] develop academic achievement at or above grade level, and endorse a multicultural environment that promotes a respect for and an appreciation of all cultures, all languages. Two-way dual language education brings English speakers and non-English speakers into the same classroom, and because all students are learning a new language, all students are second language learners, and they provide language models for each other" (p. 6).

Well-established research literature on language development, second language acquisition, and multicultural/bilingual education has demonstrated that the use of the primary language and culture in the process of learning ensures academic success and can be used as a transfer in the acquisition of a new language (Ovando & Collier, 1998, Lessow-Hurley, 1996, Hakuta, 1986, Cummins, 1979).

Language acquisition is one of the most important and complex developmental tasks. All human cultures develop systems of communication and thinking in relation to their environment and social relationships. "The more that researchers study first language acquisition in children, the more they become aware of the amazing language abilities children have by the time they come to elementary school" (Lindfors, 1987, p.1). Lindfors explains that by the time children are ready for school instruction, they have

already developed a great knowledge of the phonology, syntax, and semantics of language, as well as problem-solving strategies. Five-year old children can perceive the different uses of language functions for communication. The same is true for children of diverse cultures. They come to school with a broad range of language and literacy experiences, even if those experiences are differ from those of mainstream or European-American children. Children from diverse cultures have already learned to communicate in the language spoken at home, just like any other child. If they do not already speak English, they want to learn it in order to make friends, learn, and communicate just like their classmates.

The teacher's role in the elementary classroom is dependent on understanding how children learn, and particularly, how they learn language, and how language influences teaching. The studies conducted by the theorists Piaget (1959) and Vygotzky (1978) are based on the philosophy of a constructivist approach to teaching and learning. Piaget described learning "as the modification of students' cognitive structures as they interact with and adapt to their environment. He believed that children construct their own knowledge from their experiences" (Tompkins, 1998b, p. 4). According to Piaget, children's knowledge is not just a collection of bits of information; it is organized in the brain and arranged in categories that he called schemata. "Schemata are created through interaction with environment as an individual actively seeks to organize experiences and information according to internally construed common characteristics. Schemata are continually being changed and refined as the child assimilates and accommodates new experiences" (Pérez and Torres, 1996, p. 27). Taking Piaget's view into account,

teachers, instead of being primarily dispensers of knowledge, can provide students with reading and writing experiences relevant to their social and cultural environment, and opportunities to manipulate objects in order for students to construct their own knowledge (Tompkins, 1998b).

Vygotsky (1978) saw language as a tool for developing thought. He believed that all learning is social. Through interactions with adults and collaboration with other children, children learn things they could not learn on their own. Through interactions they use language to communicate and to solve problems. The idea behind scaffolding comes from Vygotsky, who said that learning results come from the support that adults or more capable peers provide. According to Vygotsky, there is a *zone of proximal development* which is "the range of tasks that the child can perform with guidance from others but cannot yet perform independently" (Tompkins, 1998b, p. 8). Tompkins provides a Vygotskian explanation for learning where "children learn little by performing tasks they can already do independently – tasks at their actual developmental level – or by attempting tasks that are too difficult or beyond their zone of proximal development" (p. 8). Taking Vygotsky's point of view, we can understand that children learn best when adults guide and support what they are attempting to learn within this zone and move from their current level of knowledge toward a more advanced level. We also can understand that there are two different ways of interactions between child and adult, formal and informal. The scientific concepts are acquired through formal instruction or interactions (school), while the spontaneous concepts are acquired through informal day-to-day interactions (home). When teachers understand that children use language for

social purposes, they can plan instructional activities that incorporate the social component (home, community) with the literacy component (school), such as having students share their experiences in a written form with classmates. As Tompkins points out, "[s]ince children's language and concepts of literacy reflect their cultures and home communities, teachers must respect students' language and appreciate cultural differences in their attitudes toward learning" (p. 4).

From Vygotsky's view, we can conclude that oral language acquisition is the product of social culture and an instrument of thought. In the same way, the acquisition of literacy and academic skills are the product of society, culture, and thought. Children learn to organize and make sense of print in the language and culture they have already developed. Since teachers are interested in assuring the cognitive and academic success of all their students, it is necessary to understand how literacy development emerges in the first and second language. Children of diverse cultures who come to school without having acquired the literacy skills of their first language will have a harder time understanding the meaning of abstract concepts taught in a second language, even though they may be relatively successful in learning the second language for social purposes (Ovando & Collier, 1996; Collier, 1995). Therefore, it is important to understand the process of learning for bilingual students. There are considerable studies on second language acquisition that support the idea that quality literacy instruction in the first language facilitates overall academic achievement and the development of English literacy skills (Collier, 1995; Goodman, 1979; Hakuta, 1986; Ovando & Collier, 1998; Thomas & Collier, 1997; Cummins, 1979, 1994; Krashen, 1996).

Linguists involved in literacy acquisition point out that "literacy is a process of constructing meaning from text. It makes sense that readers will manipulate the context and cueing systems (the graphophonics, syntactic, semantics, and pragmatic cues) of a language they speak fluently better than those of a language they do not know well" (Pérez and Torres, 1996, p. 45). Learning to read and write is one of the most important experiences in our lives because we only learn to read and write once in our lives; that is, we do not have to relearn the general concepts and skills of using graphemes to encode and decode language once we have learned to do it in our language of fluency. When English language learners are immersed into the school system without having first acquired the literacy and academic skills in their first language, they are forced to perform two cognitive tasks simultaneously: language learning and literacy.

Learning to read and learning a second language are two different skills that need to be taught separately. When children learn the literacy skills in their own language, their sense of self-esteem is reaffirmed. All too often, when children learn their literacy skills in a second language, they also pick up unconsciously that their first language has no value. They may come to believe that their culture and self-esteem have little or no value. This can lead to what is known in the literature as *subtractive bilingualism,* where the child eventually loses his/her first language in favor of the second language (Lessow-Hurley, 1996, Ovando & Collier, 1998). This all-too-common learning process described above can lead bilingual children to become *semi-lingual* students; that is, students who acquire informal/social English language skills in a short time, but who are not able to develop competent literacy/academic skills in either language because they do not have

the linguistic support of the first language (Cummins, 1979). For that reason, it is advisable to help early childhood second- language learners to learn literacy skills in their first language and provide a social/academic environment where they can also acquire the English language (Freeman & Freeman, 1994).

Following Vygotsky's view of spontaneous concepts and scientific concepts, Cummins' theoretical framework for language proficiency in school settings (1994) distinguishes two types of language proficiency:

1. *Basic Interpersonal Communicative Skills* (BICS): the language skills required for face-to-face communication, where interactions are informal.
2. *Cognitive/Academic Language Proficiency* (CALP): the language skills required for academic achievement in a formal environment.

English language learners (ELL) quickly acquire BICS in English from their playmates, the media, and their day-to-day experiences. However, enormous differences are observed in assessing their English language proficiency for academic use in classrooms where only English is used. According to Cummins, the required tasks and communication styles in the classroom differ significantly from other daily communication experiences. For ELLs it takes two to three years to acquire BICS in English. In contrast, it takes an average of five to seven years for children to develop CALP in any language. Learning to read is a highly academic skill that requires contextual cues. For instance, abstract concepts are often taught in classroom situations in oral and written forms of communication without contextual cues. "The school tasks

required of children tend to be cognitively demanding and require more thinking" (Lessow-Hurley, 1996, pp. 52, 54).

From Vygotsky's view we have seen that language, culture and thinking are interrelated, therefore first language instruction provides the comprehensible input students need to develop academic concepts. Cummins explains that "concepts learned in one language transfer to a second language. We can learn in one language and discuss what we have learned in another because the concepts themselves form the basis of our underlying proficiency" (cited in Freeman and Freeman, 1994, p. 168). Therefore, in contrast to the criticisms voiced against bilingual education in the media and among some policy-makers, there is considerable consensus among teachers and applied linguists about the potential benefits of well-implemented bilingual programs. One of the most successful bilingual programs is the Dual-Language Program, also known as the Two-way Bilingual Immersion Program. Dual language education brings English speakers and non-English speakers into the same classroom, and because all students are learning a new language (i.e., whichever of the dual languages that is not their first language), all students are second language learners, and provide language models to each other. Cummins makes the following statement regarding native Spanish-speaking students and native English-speaking students in an English/Spanish dual-language classroom:

> [They] follow the same curriculum with instruction through Spanish usually for at least 50 percent of the time from kindergarten through grade 6. The goal of the program is to develop strong bilingual and biliteracy skills among both groups of students. (p.1)

It is essential that teachers who participate in dual language programs understand how literacy development emerges in the first and second language. It is also necessary to

understand the dynamics (phonology, syntax, semantics and pragmatics) that take place when the two language systems come together and how to provide each student the necessary scaffolding to be successful literate individuals. The English language and the Spanish language develop differently. For that reason, English cannot be taught in the same manner that Spanish is taught. For instance, the basic word structure for English is monosyllabic with closed syllables; therefore the emphasis is on the consonants because they are more consistent. In contrast, the Spanish basic word structure is bisyllabic with open syllables; therefore the emphasis is on the vowels because they are more consistent. Neither is it advisable to teach concepts through simultaneous interpretation, because students will rely on the language of preference and will not focus on the learning process. The challenge in these programs is to work within two phonological systems at the same time, allowing children to sort out the two spelling patterns and construct their own rules along the way. Both language systems can be taught throughout the curriculum (K-6) with all content areas and language arts.

Freeman and Freeman (1996) recommend that bilingual educators organize bilingual curriculum around literature-based theme units, which make it is easier for bilingual students to recognize the overall theme, organize related vocabulary and predict content. They explain the following:

> The best reading instruction occurs naturally in the context of thematic instruction. Through literature, thematic study, interactive activities for choice, and meaningful reading and writing experiences, all students can become competent readers and writers of both Spanish and English." (p.25)

Children's literature is a powerful tool that can be used with any content area as well as in language arts; it provides real and purposeful reading for students. It is important for bilingual educators to provide students with text materials in English as well as in Spanish. Once a theme is chosen, it is necessary to collect a good amount of children's literature and audio-visual materials in both languages. Different kinds of learning strategies and activities can then be chosen to support the learning process of the theme, such as: reading and writing strategies, K-W-L charts, grand conversations, author's chair, word wall charts, field trips, mini-lessons, LEA charts, etc.

In dual language classrooms, children learn that there are certain sounds in one language that are not present in the other. Similarly, they learn that some sounds are the same in both languages. As they develop phonological awareness, they learn that each language dictates the parameters in which certain sounds can occur together, words or utterances in initial, medial, or final position. They learn that word order in one language differs from word order in the other language, and structures such as the formation of negation or questions are different in each language. They also acquire the pragmatics of the language as defined by the culture features of a given situation, learning, for example, that in one language the second person singular distinguishes between informal and formal usage (i.e., *tú* and *usted* in Spanish).

The Project

For this project, a workshop framework was developed for the implementation of effective bilingual practices in early childhood reading and language arts. The workshop is designed as a series of professional development activities for either bilingual Spanish-

English teachers, or a teaming approach with bilingual teachers paired with monolingual teachers (in the U.S. context the monolingual teachers would normally be English speakers). The proportion of children who are native speakers of Spanish to children who are native speakers of English can range anywhere from 30/70 to 70/30, with 50/50 being the ideal combination (Michael Janopoulos, personal communication). Students receive instruction in Spanish half of the day and in English during the other half. Approximately the same content is covered during each half day, thus providing opportunities for second language acquisition, and scaffolding in the students' first language for concepts. Writing strategies are also conducted in the students' first language initially until they achieve sufficient proficiency in writing the second language.

The workshop uses Theme Units as the mechanism for providing the link between quality children's literature and strategies in both languages that actively engage students in meaning construction.

Personal Antecedents

The idea for this project was born out of my work of many years as a linguist and trainer of bilingual teachers (Spanish and indigenous languages) in Mexico and Guatemala in practical field workshops and through the Literacy Principles course I inherited and further developed over several summers of teaching at the Madero University of Puebla, Mexico. Both activities were conducted under the auspices of the Summer Institute of Linguistics, which specializes in literacy development programs among more than 1000 linguistic minority groups around the world. These experiences showed me firsthand the struggles that speakers of less prestigious first languages face

while trying to become bilingual in the prestigious national language (e.g., Spanish in Mexico). I saw the problems caused by trying to combine second language acquisition and literacy, and felt the frustrations of the bilingual teachers because many times adequate literacy materials for the first language were either non-existent or scarce, or of questionable quality. I also contrasted these difficult experiences of becoming bilingual with my own relatively happy and successful experience of learning English at school while growing up in Mexico City, and later as a university student in Texas.

Although a deeper exposition of the issues involved is beyond the scope of this paper, I developed a growing conviction that effective bilingual education requires adequate literacy and development of cognitive concepts in children's first language in order to acquire significant proficiency in a second language. This conviction played a significant role in my decision to round out my academic preparation in linguistics by pursuing graduate studies in education, specifically in the area of Elementary Reading and Language Arts.

Through the graduate study program during which the present project was prepared, I have been encouraged and challenged at the same time. I have received, developed and exercised valuable knowledge, skills and attitudes, specifically in the areas of two-way dual language acquisition programs, literature-based curriculum, constructivist instruction and authentic assessment. At the same time, I became increasingly aware of the issues surrounding bilingual teacher training in this country through my involvement as a Field Facilitator in the TEAMS (Teacher Education Addressing Minority-language Speakers) program at UNI.

My current experiences as a bilingual tutor in the ESL programs of two elementary schools in the Des Moines public school system are exposing me to the realities (both challenges and joys) of hands-on bilingual and ESL education in the U.S. My vision and commitment to bilingual education has grown as a result of these experiences, and I am now engaged in completing the studies needed for state licensure so that I may contribute directly to the education of bilingual children as an elementary classroom teacher.

This mosaic of studies, training, teaching and life experiences in Mexico, Guatemala and the U.S. have provided a unique perspective and tools for developing the curricula and professional development materials needed for promoting the effective bilingual practices that are so crucial to ensuring success and avoiding *semi-lingualism*. The seminar and model thematic unit presented in this project are the result of this symbiosis.

Project Design: Making Effective Practices Truly Effective

Seminar Structure

The Effective Bilingual Practices seminar is designed to be a complete workshop on reading and writing strategies implemented through the instructional approach of Thematic Units. It is divided into ten sessions. The first session is an introduction to thematic units, resource materials, and plan of activities. The following six sessions are a series of reading and writing strategies applied to a specific theme unit. Session eight explores the use of other supportive strategies. In session nine the participants explore

several different ways of conducting authentic assessment. During the last session each group of participants will give presentations on the theme unit they prepared.

Experiential Learning Cycle

Each of the lesson plans for the seminar was designed with the Experiential Learning Cycle in mind. This teaching approach is learner-centered in that it "allows the individual to manage and share the responsibility for their own learning along with the persons who manage the learning process (trainers/facilitators/presenters)" (Morgan, n.d., p. 26). An effective learning cycle provides a structure and process which allows the learner to "engage in an activity, review this activity critically, abstract some useful (to the learner) insight from the analysis, and apply the result in a practical situation" (p. 26). These four aspects are described by the following four words: (a) Experience (i.e., Activity, Doing), (b) Process (i.e., Sharing, Comparing, Contrasting, Reflecting), (c) Generalization (i.e., Drawing conclusions, Identifying general principles), and (d) Application (i.e., Planning more effective future behavior) (Morgan, n.d.). These strategies are achieved in the individual sessions through modeling (provides an experience), use of the K-W-L Chart (which promotes reflection), Reflection and Discussion (which permits the learners to process the concepts and make generalizations), and Assignments (which allow the learners to put the new concepts into practice). Group Feedback during each session helps generate new ideas and sharing of experiences, which in turn can feed into additional Learning Cycles.

Assessment

Given that this is a staff development seminar, it seems appropriate to use an authentic assessment tool for evaluation purposes. This will be achieved through two means: group presentations and individual portfolios of the different assignments that each student has prepared. Each group will be responsible for preparing one section of the Theme Unit, so by participating within each group in a cooperative learning mode, and by each group sharing the results of the development of their section with the rest of the groups, each individual will end up receiving materials, strategies and ideas to cover the entire Theme Unit by the end of the seminar.

Instructional Approach: Thematic Units

Thematic Units is the instructional approach chosen for this Professional Development Seminar. I chose this approach because it is easier for bilingual students to recognize the overall theme, organize related vocabulary and predict content. Through literature, thematic study, interactive activities for choice, and meaningful reading and writing experiences, all students can become competent readers and writers of both Spanish and English (Freeman & Freeman, 1996). Children's literature is a powerful tool that can be used with any content area as well as in language arts; it provides real and purposeful reading for students. It is important for bilingual educators to provide students with text materials in English as well as in Spanish. Once a theme is chosen, it is necessary to collect a good amount of children's literature and audio-visual materials in both languages. Different kinds of learning strategies and activities can then be chosen to support the learning process of the theme, such as: reading and writing strategies, K-W-L

charts, grand conversations, author's chair, word wall charts, field trips, mini-lessons, LEA charts, etc. When bilingual students are exposed to experiences where they participate with other readers and writers in small groups, read quality literature, write in journals, publish their own books, they develop enthusiasm for both books and writing and will help them to develop high levels of literacy in their own language first and be ready to acquire a second language. This approach provides opportunities for students to be involved in meaningful, functional, and genuine activities. As Tompkins states, "[t]opics for thematic units are broad and encompass many possible directions for exploration" (1998, p. 61). Students are involved in identifying the questions they want to explore and activities that interest them. They explore topics that interests them and research answers to questions they have posed and are genuinely interested in answering. Students share their learning at the end of the thematic unit and are assessed on what they have learned as well as the processes they used in learning and working in the classroom (Tompkins).

In planning a Thematic Unit, the first thing teachers have to do is choose a topic and then identify three to four concepts. In my case I chose a theme from Social Studies, "Who am I," which involves the concepts of people, families and biographies (see Part III as well as the conceptual map on p. 93). For developing a teaching plan, Tompkins (1998) suggests ten important considerations in developing a thematic unit:

1. Collect a text set of stories, information books and poems.
2. Set up listening center.
3. Coordinate content-area textbook readings.

4. Locate multimedia materials.
5. Identify potential words for word wall.
6. Plan how students will use learning logs.
7. Identify skills and strategies to teach during the theme.
8. Plan talk and visually representing activities related to the theme.
9. Brainstorm possible projects students may create to extend their learning.
10. Plan for assessment of the theme.

After choosing a question for developing the thematic unit, the next thing was to identify the resources available for the theme. I went to the library and found several picture books, and then I selected several books, posters, and cassettes from my own collection. I identified several reading and writing strategies that I think are the core of my teaching instruction. Then I developed a schedule and a plan to incorporate the reading and writing strategies with projects, activities and assessment. And finally, I designed each lesson.

Reading and Language Arts Strategies for Thematic Units

The Seminar focuses on 15 strategies: 5 reading strategies, 5 corresponding writing strategies, and 5 General Language Arts Strategies. Each strategy is discussed below.

Reading Strategies

As will be seen in the discussion below, the three reading strategies, Reading Aloud, Shared Reading, and Guided Reading, provide for different levels of scaffolding on the part of the teacher. This being the case, it is helpful to evaluate each one of the

children's books to be used in the Thematic Unit beforehand to determine which strategy or strategies for which it is best suited. The books listed in Appendix A, Literature Resources for an English-Spanish Bilingual Early Childhood Reading and Language Arts Program, have been coded accordingly.

Reading Aloud. Reading Aloud is a strategy in which the teacher reads a book difficult for students to read on their own, thus providing a model for them to follow. The underlying principle is that students get an awareness of what print means. For instance, that reading goes from top to bottom, from left to right, that speech consists of words. They observe how the teacher holds the book and turns the pages. By listening they make connection between oral language and print, and that reading provides entertainment, information, opinions, self-expression, etc. The best books for reading aloud for early childhood students are those that have some of the following characteristics:

1. They are more difficult than the students' instructional reading level.
2. They have pictures that aid in telling the story.
3. They are culturally and age relevant.
4. They deal with every day experiences and/or fantasy.

The books that have these characteristics are coded RA in the list in Appendix A. *Come to My House* (also available in Spanish as *Te invito a mi casa*) (Almada, P. & Lo-Caseio, T., 1999) is a good example of a reading aloud book. In a bilingual classroom reading aloud will be done in both languages. Since each day is divided into time spent using English as the medium of instruction and time spent using Spanish as the medium of instruction, students hear books read in both languages every day. The book should be

related in topic but they do not need to be a translation, although it is good to use them if you have them.

Shared Reading. Shared Reading is a strategy where the early childhood teacher introduces an enlarged version of a book (i.e., big books), and students may or may not have an individual copy. In this type of reading students sit so that they can see the book, and they either listen to the teacher read aloud or join in and read along with the teacher. The underlying principle is to help students pay attention to the words, to show them the direction of print on the page, and to highlight important concepts about letters, words, and sentences.

The best books for shared reading for early childhood students are those that have some of the following characteristics: illustrations to support the story, enlarged print, short stories, repetitive and predictable sentences, with one word change in a consistent position. The books that have these characteristics are coded SR in the list in Appendix A. *My Little Dog* (also available in Spanish as *Mi perrito*) (Cason, S. & Fleming. L, 1999) is a good example of a shared reading book.

In a bilingual classroom this strategy can be used in both languages. Shared reading is an important strategy to emphasize concepts about letters, words, and sentences in the language on focus. Students read along and independently with small books. Some books come in both languages.

Guided Reading. Teachers use guided reading to read a book with a small group of students who read at approximately the same reading level. The teacher selects a book that students can read at their instructional level. During guided reading, students read

books that they have not read before and the teacher supports students' reading by drawing their attention to text patterns, structures, and meaning so they can develop their own strategies (Tompkins, 1998a). Emergent readers read small picture books with one sentence of text on each page and one or two words changing per page. In a bilingual classroom the ideal is to have two guided reading sessions, one in Spanish and one in English. While one group is involved in the guided reading session, the teacher provides an activity center or other project for the rest of the class. The books that have these characteristics are coded GR in the list in Appendix A. *Sometimes* (also available in Spanish as *A veces*) (Butler, A. & Newland, M., 1999, see Appendix A) is a good example of a guided reading book.

Independent Reading. Reading independently provides opportunities for students to practice the behaviors modeled in previous reading experiences. When students read independently, they assume control and responsibility for reading with little or no assistance. Independent readers practice using appropriate strategies and demonstrate comprehension.

In a bilingual classroom, the teacher provides daily opportunities for students to develop fluency in their first language. Students enjoy Spanish/English literature as they read independently in self-selected texts, guided reading selections, or reading workstation materials.

Story Retelling. Story retelling is used to evaluate students' comprehension of a story that has just been read to them. The teacher uses all of the normal elements of guided reading, such as introducing the text, scaffolding during the reading by making

references to the pictures, predicting, etc., discussing and revisiting the text, and extending the text. After the process, the students are asked to retell the story orally, including creative activities such as dramatizing/acting out the story, using puppets, etc.

Writing Strategies

Modeled Writing. Modeled writing provides an opportunity for children to see and hear an "expert" writer in action. It involves composing in front of children, articulating the process the writer is going through, and explaining why. The teacher models the process of writing by engaging in the process in front of the students. The teacher thinks out loud and demonstrates the decisions that need to be made when writing, and focuses on ways of getting started, adding detail, ending a piece, spelling strategies, punctuation and grammar conventions. While students see and hear an expert in action, they observe the use of conventions in authentic writing and are exposed to a variety of language forms and writing styles.

In a bilingual classroom this is an important strategy because students can appreciate differences and similarities in the use of conventions, spelling, punctuation, and grammar of both languages.

Shared Writing. Shared writing involves the teacher and the students in the process negotiating text from the planning stage into the composing stage for the purpose of unveiling writing and serving as text for future reading. Teacher and students compose the text collaboratively discussing and planning the text while the teacher writes the text (i.e., the teacher holds the pen). Writing strategies and decisions are made explicit; and when the text is finished they read it and reread it.

Interactive Writing. Interactive writing is similar to shared writing in that it engages the students in the process of writing as they converse to determine audience, define purpose and compose a message. The difference consists in the fact that the teacher and the students interact with each other and construct a message by sharing the pen. The purpose is to teach students how writing works so they can do it themselves. Products developed during interactive writing are displayed in the classroom and therefore must contain conventional spelling and punctuation (Rigby, n.d.).

Guided Writing. In guided writing, the teacher guides the students in the writing process and provides instruction through mini-lessons and conferences. Students have opportunities to write on different topics as they are involved in different stages of the writing process: drafting, editing, revising, and publishing. At this time, the teacher conferences with students, extending the thinking of the student as a writer through conversation and questioning. Sharing students' writing is an important element of the process. Display of student writing, and author's chair, classroom performances, or other means of recognition may all be used effectively to encourage and enhance the writing experience for developing authors.

Independent Writing. Writing independently provides opportunities for students to practice the behaviors modeled in previous writing experiences and across the curriculum. Independent writing involves having the students assume control and responsibility for writing with little or no assistance. During independent writing students may write a variety of different genres including stories, letters, lists, retellings, math or science logs, or journal writing. Approximate spellings are encouraged during

independent writing; however, published writing must be edited to include mostly conventional spellings and appropriate handwriting.

Writing Story Retellings. This builds on Story Retellings by adding a writing element. The students can make small books in which they retell the story by writing it in their own words and drawing pictures related to the story. Along with Story Retelling, these strategies help students "organize story information and events, develop fluency in composing stories, and reinforce their concept of story" (Tompkins, 1998a, p. 108).

General Language Arts Strategies

The following discussion covers five strategies that are particularly useful for teaching Language Arts within a Thematic Unit approach.

Language Experience Approach (LEA). The Language Experience Approach (LEA) is a unique approach that contributes to the child's early literacy learning by using enlarged print which is created by themselves. Children's dictations are derived from their real world experiences; they can see the generation of text as the instructor prints their oral speeches. O'Donnell and Wood (1999) describe three basic steps to LEA: discussion, dictation, and follow-up.

In discussion, the teacher and student converse about a topic; alternately, well-known texts could be used, such as familiar songs, cooking recipes, summaries of observations and stories in the student's own words, etc. As the researchers point out, "[t]he discussion provides an ideal opportunity for the teacher to help the student build concepts, enlarge vocabulary, and use expressive language" (O'Donnell & Wood, 1999, p. 77).

During the dictation step, the teacher facilitates the process of summarization and sequencing of ideas. After the student chooses the portion most relevant to him/her, he/she dictates it back to the teacher. The teacher then transcribes exactly what is being said. As the student watches the teacher writing, they both say the words as they are written. After a certain amount has been written (O'Donnell and Wood suggest a section of five or six sentences), the teacher/student pair read it back again, with the teacher using his/her hand to track the words and sentences. This reinforces the idea that reading proceeds from left to right. The student can then attempt to read the passage independently.

The follow-up step involves re-reading the text the next day. The teacher can focus on words that are either sight words or other words that the student is able to read by sight. LEA provides a relationship between oral and printed language, between reading and writing (O'Donnell & Wood, 1999). By analyzing the text, students not only learn to read but also see the structure of sentences, words and letters. In a bilingual classroom this approach can be used in both languages. Children know many songs they learned at home and in their communities. By sharing their prior knowledge they become the experts of that particular experience and it is a good way to focus on language structure differences between the two languages. As a follow-up to shared reading, children can create their own stories following the same pattern but changing the characters and their characteristics. An example is the reading of the book "Brown Bear, Brown Bear, What do you see?" "Oso café, oso café, ¿qué es lo que ves?" It can be used in both languages and children can create new stories and books in both languages.

K-W-L Charts. K-W-L Charts are to be filled out during each session when appropriate. The K-W-L Chart is a strategy that helps students to organize their learning, clarify misconceptions and appreciate what they're learning (Tompkins, 1998b). The letters stand for "What We **K**now," "What We **W**ant to Learn," and "What We **L**earned." Brainstorming information in the "K" column helps students activate prior knowledge. Developing questions in the "W" column provides students with specific purposes for learning. Later, students reflect on what they have learned by completing the "L" column.

Word Walls. Word Walls are large sheets of butcher paper where students and teacher write about interesting, confusing, and important words from stories. They also write words about informational books and textbooks they are reading. Students refer to the words on the word wall for writing activities and for word-study activities (Tompkins, 1998b). In a bilingual classroom, two different charts should be posted, one for Spanish new words, and another for English new words. Students refer to the Word Walls when they write, using these words for a variety of activities.

Mini-lessons. Teachers teach mini-lessons to focus students' attention to a literacy procedure, concept or skill. Procedures include how to make a puppet or how to write an entry in a reading log. Concepts include sharing information about an author or teaching about homophones. Skills include how to use punctuation marks, how to use an index. Mini-lessons usually last 15 or 30 minutes, and sometimes teachers extend the lesson over several days.

Venn Diagrams. Venn Diagrams have two or more overlapping circles, and students use these charts to compare and contrast topics. Students write and draw the

differences in the parts of the circles that do not overlap and write and draw similarities in the overlapping section. (Use an example from lesson plans.)

Assessment

Teachers face constant pressure to prove that students are learning. Traditionally, students have been subjected to a variety of national and state tests that assess reading performance based on a single administration. However, the standardized test does not reflect students' ability to utilize reading, writing, and thinking in real-life situations, including school. Most of us are familiar with this kind of assessment, but as teachers we need to understand and be able to explain what the standardized test scores of our students mean. If we are fully aware of the limitations of standardized test and of the incongruity between the tests' content and its purpose, especially when we are working with ELL, we will be less intimidated by standardized scores and better able to put them in proper perspective (O'Donnell & Wood, 1999).

As bilingual teachers we need to choose or design assessment procedures that reflect our philosophies and instructional approaches in dealing with two languages at the same time. Professional educators and researchers (Tompkins, 1998b; O'Donnell & Wood, 1999; Pérez & Torres-Guzmán, 1996) have considered several kinds of informal assessments, including tests and observations that are designed to provide useful information about students' reading performance and learning processes. Informal-Reading-Inventory, and Authentic Assessment are two of the informal assessments that provide diagnostic and progressive information about students' literacy growth.

> Teachers who engage in authentic or naturalistic assessment often use the following forms of documentation: running records of oral reading,

> records of books completed, reading response/dialogue journals, anecdotal records from conferences, inventories of reading habits and attitudes, and periodically taped samples of oral reading. Teachers collect this information and develop individual literacy Portfolios (O'Donnell & Wood, 1999, p. 288).

A "Working Portfolio" is a collection of students' best work. Teachers select the samples representative of the students' work, which can be extended each year, eventually becoming the students' own personal record of academic growth. The kinds of materials collected for the portfolio include: a collection of best informal assessments, notes that the teacher has taken during observations, records of completed projects, a selection of samples of student work, and student reflections on their work. The teacher collects these forms of documentation and keeps them in a file called "Student Portfolio" (O'Donnell & Wood, 1999).

In a bilingual classroom for early childhood students, students are exposed to listen and to speak in two languages, which parents and even teachers may think that it confuses the student who is just developing their literacy skills. Contrary to this misconception, students' prior knowledge, thinking and language exploration is done in his/her first language through writing activities. Emergent writers invent spelling to express their ideas as they read and listen to the community of readers and writers of their own language. Emergent students exposed to two languages become passive listeners and speakers of a second language, but become active readers and writers of their first language. When they are exposed to a community of readers and writers of their first language (teachers, parents, etc) they will become aware of the conventional forms of writing. Portfolios are a factual evidence of their literacy learning process. Eventually,

they will become active readers and writers of the second language they have been exposed in a less traumatic way.

An example of how I planned the assessment for the thematic unit "Who am I?" is found in Part III. I planned the activities, assignments and projects for the assessment of the thematic unit while planning the curriculum. I made a checklist of artifacts that students have to collect over the period of the theme. I will explain to students how they will be assessed at the beginning of the theme unit. Students will be assessed according to the quality of these artifacts. I also will explain how I plan to meet with small groups of students after they complete an assignment or project to monitor their progress, to set goals and to help students to solve problems.

PART II:

PROFESSIONAL DEVELOPMENT SEMINAR:

EFFECTIVE BILINGUAL PRACTICES FOR EARLY CHILDHOOD READING AND LANGUAGE ARTS

Overview

Table 1 contains an outline of each of the 10 sessions of the Staff Development Seminar in English. Handouts of the outline in English and Spanish are found in Appendix A.

Table 1

Overview of Professional Development Seminar (English)

Session 01
- Introduction to Thematic Units
- K-W-L
- Resource Materials
- Plan of Projects and Activities

Session 02
- Introduction to Reading and Writing Strategies
- Reading Aloud
- Modeled Writing

Session 03
- Shared Reading
- Shared Writing

Session 04
- Reading LEA
- Writing LEA

Session 05
- Guided Reading
- Guided Writing

Session 06
- Independent Reading
- Independent Writing

Session 07
- Story Retelling
- Writing Story Retellings

Session 08
- Mini-lessons
- Venn Diagrams
- Word Wall

Session 09
- Authentic Assessment

- Portfolios
- Journals
- Logs
- Projects
- Word Bank

Session 10

- Group Presentations

Session 01: Thematic Units

Purpose

To organize an instructional program that integrates language arts with other curricular areas. To provide opportunities for students to be involved in meaningful, functional, and genuine activities. To provide a link between children's literature and strategies for bilingual practices.

Objectives

- Learn how to plan curricular instruction through the use of "Thematic Units"
- Learn how this instructional approach encompasses many possible directions for exploration, problem solving, and demonstrations of new learning at the end of a theme.
- Learn how to link this approach to children's literature and reading strategies.
- Learn how to plan a thematic unit.

Preliminaries

Sessions could be conducted in Spanish to model the academic use of that language and to provide opportunities for practice in a friendly environment. Spend time on the following introductory activities: (a) getting to know the participants, and (b) presenting an overview of the seminar. The handouts used in this session are found in Appendix A.

Discussion using K-W-L Chart

- What do we know about "Thematic Units"?
- What else do we want to know about "Thematic Units"?

- Fill out the column on what we learned about "Thematic Units" at the end of the session.

Modeling the Unit "Who am I?"

A model of the Theme Unit "Who am I?" is presented as Part III.

- Describe how I chose the question for the thematic unit to develop instruction, and the topics to be explored.
- Distribute a list of resource materials chosen for this unit (see handout). Explain how I collected the children's literature in relation to the topics, strategies, activities, projects, and assessment planned for learning and working in the classroom.
- Pass out books, big books, audiocassettes, etc. for participants to analyze (see handout).

Reflection and Discussion

- Discuss and write the facts (what happened).
- Discuss and write the considerations regarding the development of Thematic Units (see handout).
- Discuss how and where we can search for materials (see handout).
- Discuss the Freemans' seven principles of a whole language orientation (see handout).

Plan of Action

Participants form four or five groups (the same groups will work together each session in order to develop curriculum and strategies for a thematic unit), and do the following:

- Choose a thematic unit to work throughout the seminar.
- Decide on a question to develop instruction.
- Plan activities and projects for the unit.
- Plan and make a list of artifacts for assessment.
- Assign participants to create a list of resources for their unit and bring it next session.

Group Feedback

- Participants fill out the last column of the K-W-L Chart with what they learned about thematic units
- Discuss the use of K-W-L charts in the classroom. How and when they could be included in lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 02: Reading and Writing Strategies

Overview

The purpose of session 02 is to provide teachers with ideas and strategies to engage students with print-rich environments; demonstrations of how text is constructed and used; and to facilitate opportunities to use written language frequently and for authentic purposes. The handouts used in this session are found in Appendix B.

Objectives

- Learn about different reading and writing strategies.
- Learn that "Reading Aloud" is at the heart of early reading programs (see section on Reading Aloud on page 28).
- Learn that the interaction between reader and children contributes to orientation to literacy.
- Learn that "Modeled Writing" is an opportunity to demonstrate and facilitate creative responses that extend and complement the reading.
- Discuss criteria and use of these two strategies.

Group Project Progress Sharing

- Representatives from each group share about their group's progress on researching for resources and materials.
- Discuss differences and similarities among the groups in finding resources.

Introduction of the Reading and Writing Connection Chart

- Discuss the differences between each strategy and how they can be applied in lesson plans.

- Discuss why it is necessary (or not) to connect reading and writing strategies.

Modeling the "Reading Aloud" and "Modeled Writing" Strategies

- Teacher gathers the children to listen to a favorite story.
- Teacher focuses children's attention on the cover illustration and asks questions that will establish prior knowledge.
- Teacher then conducts a "picture walk" asking questions to predict the story.
- Teacher reads the book. Children participate by reacting, predicting, and relating the story characters and events to their own experiences.
- Teacher writes one or two sentences from students' comments and demonstrates: how to begin a sentence, direction of writing, space between words, period at the end of the sentence, and points out the sounds of the starting letters in various words.
- Then, students write or draw their own stories.

Reflection and Discussion

- Discuss and write the facts (what happened).
- Discuss and write the principles behind the "Reading Aloud" and "Modeled Writing strategy" strategies.
- Discuss what other writing activities could be included.

Plan of Action

- Small groups meet to discuss their plan of action.
- Decide what books will be used for the "Reading Aloud" strategy.
- Decide which writing activities will be used to connect the reading books.
- Decide how and when to use these strategies in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 03: Shared Reading and Shared Writing

Overview

The purpose of session 03 is: (a) to provide an effective use of enlarged printed material where emergent readers learn basic concepts of print and participate in the reading text which they may not yet be able to read by themselves and (b) to engage and facilitate opportunities for students to learn the process of writing as they converse and compose a story. The handouts used in this session are found in Appendix C.

Objectives

- Learn that "Shared Reading" of enlarged text provides an opportunity for children to observe the print that matches speech. Because the text is repetitive and predictable, children develop a sense of confidence in their ability to read.
- Learn that "Shared Writing" involves teacher and students in the process of negotiating text from the planning stage to the composing stage.
- Discuss criteria and use of these two strategies.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities in the use of "reading aloud" and "modeled writing" strategies.

K-W-L Chart about "Shared Reading" and "Shared Writing"

- Discuss what you know about "Shared Reading" and "Shared Writing".
- Discuss what would you like to know about "Shared Reading" and "Shared Writing"

Modeling the "Shared Reading" and "Shared Writing" Strategies

- I will select a big book from the unit I presented as an example. (I chose the book *Brown Bear, Brown Bear, What do you see?* because the structure is easy and the words can be changed to used with any topic).
- I will introduce the book by setting the scene, examine the front and back covers, and relate the story to students' interests and experience.
- I will read the text, using the illustrations to predict the story.
- The second time we will read the book together to encourage prediction and participation.
- We will discuss the story to extend the experience to other activities.
- I will connect the internalized text to use as a foundation for writing.
- As a group, we will negotiate the planning, composing, and the illustrations of a book following the same pattern of the big book.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind the "Shared Reading" strategy.
- We will discuss and write the principles behind the "Shared Writing" strategy.
- We will fill out the last column for the K-W-L Chart, what we have learned about "Shared Reading and Writing".

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide what books you will use for the "Shared Reading" strategy.

- Decide which "Shared Writing" activities you will choose to connect the reading books.
- Decide how and when you will use these strategies in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 04: Language Experience Approach for Reading and Writing

Overview

The purpose of session 04 is to facilitate understanding of the connection and function of oral language and written text by using students' own experiences and language. Students learn that their thoughts can be expressed in language, which can be recorded and read by themselves and others. The handouts used in this session are found in Appendix D.

Objectives

- To learn that thoughts can be expressed in language.
- To learn that the use of the reading material can be interesting, understandable, familiar or predictable, and enjoyable.
- To reflect on the use of LEA in early childhood literacy.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities in the use of "Shared Reading and Writing" strategies.

K-W-L Chart about "Language Experience Approach" to Reading and Writing

- Discuss and write what you know about LEA.
- Discuss what you would like to know about LEA.

Modeling LEA for Reading and Writing

- Discussion: Teacher talks with students about a topic of interest (we will focus on "People" and "Classmates" as a particular kind of people).

- Dictation: Teacher helps students summarize and relate ideas in sequence (They can look at their classmates and talk about names, sizes, clothes, gender, virtues, etc.) Then, students dictate what they want to be recorded (Following the pattern from the book "Brown Bear, Brown Bear, What do you see?" they can create a new character and see children in a classroom). Teacher transcribes oral language into text. Students and teacher read it back together. The teacher moves her hand along under the sentence to focus on the words and to ensure left to right progression.
- Follow up: The text can be reread with help as needed. Teacher can focus students' attention to sentences by making strips of sentences and asking students to find the same sentence on the chart. Then word identification can be done in the same way.
- Students can copy the story on their journals, or make a book by writing a sentence in each page and illustrate it.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind LEA.
- We will fill out the last column for the K-W-L Chart, what we have learned about LEA for reading and writing.

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide what topics can be discussed with your students within the scope of the thematic unit.
- Decide which "follow up" activities and materials you would like to use.

- Decide how and when you will use this strategy in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 05: Guided Reading and Guided Writing

Overview

The purpose of session 05 is: (a) to direct small groups of students who have the same level in reading ability by selecting new books and determining skills and strategies, and (b) to facilitate writing opportunities where students can learn the process of composing, drafting, editing, and publishing a variety of texts. The handouts used in this session are found in Appendix E.

Objectives

- To expose students to material that will broaden their experience and that they might not choose on their own.
- To direct reading activities that can help students to cope with difficult materials and acquire strategies.
- To give students a common reading experience and the opportunity to share responses.
- To reflect on and use of these two strategies for literacy.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities among the groups in the use of "LEA" for reading and writing.

K-W-L Chart about "Guided Reading" and "Guided Writing"

- Discuss and write what you know about "Guided Reading and Writing".
- Discuss what you would like to know about "Guided reading and Writing".

Modeling the "Guided Reading" and "Guided Writing" Strategies

- Planning. Instructor decides on the specific learning objectives and selects a book for a particular group of students. The book will offer opportunities to apply needed skills and strategies.
- Building Background. Instructor focuses students' attention on the cover illustrations and asks questions that will establish prior knowledge. Uses the words *cover, title, author, and illustrator* when talking about cover.
- Previewing the Text. Teacher conducts a "picture walk" through the story, asking questions that introduce the vocabulary and patterns that will help students to interpret the message and to predict the story.
- Reading the Text. Students read the book independently while instructor provides support with decoding and reading strategies.
- Responding and Connecting. Provide opportunities for students to respond to the book. They talk about the book, ask questions, and relate it to others they have read. Then students reread the story in pairs.
- Students will respond to the text by creating their own story, dramatizing the story, or making arts and crafts projects. Teacher guides the process and provides instruction through mini-lessons teaching a phonics concept, word identification skill, reading strategy, or examine an element of story structure.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind "Guided Reading".

- We will discuss and write the principles behind "Guided Writing".
- We will fill out the last column for the K-W-L Chart, what we have learned about "Guided Reading and Writing".

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide what books you will use for "Guided Reading".
- Decide which "Guided Writing" activities you will chose to connect the reading books.
- Decide how and when you will use these strategies in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 06: Independent Reading and Independent Writing

Overview

The purpose of session 06 is: (a) to develop independent reading proficiency and extensive reading helps to build the background knowledge that provides the foundation for comprehension, and (b) to encourage students to write reading responses by using a wide range of writing functions (logs, journals, reports, etc.), share their products, and learn to evaluate their own writings. The handouts used in this session are found in Appendix F.

Objectives

- To choose books that are appropriate in content and level of difficulty.
- To use silent reading time efficiently.
- To share impressions of books with peers, teacher, and wider audiences.
- To write about what they read – reactions, questions, and comments.
- To reflect on and use of these two strategies for literacy.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities among the groups in the use of "Guided Reading and Writing".

K-W-L Chart about "Independent Reading" and "Independent Writing"

- Discuss and write what you know about "Independent Reading and writing".
- Discuss what you would like to know about "Independent Reading and Writing".

Modeling the "Independent Reading" and "Independent Writing" Strategies

- Choice. Teacher facilitates some guidelines for choosing a book: easy to read-difficult to read, interesting-boring, familiar-unfamiliar.
- Time. Teacher explains that Sustained Silent Reading (SSR) time is to be used only for reading.
- Sharing. Teacher allows students to share their impressions of books with peers, the teacher and wider audiences.
- Journaling. Students write about what they read – reactions, questions. Teacher writes back to students, responding to their comments, fostering further responses and thought.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind "Independent Reading".
- We will discuss and write the principles behind "Independent Writing".
- We will fill out the last column for the K-W-L Chart, what we have learned about "Independent Reading and Writing".

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide how you will use "Independent Reading".
- Decide which "Independent Writing" activities you will chose to connect the reading books.
- Decide how and when you will use these strategies in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 07: Story Retelling and Writing Story Retellings

Overview

The purpose of session 07 is: (a) to lead students to internalization of story structure and story language, (b) to help children to recognize the main idea and details around it, and (c) to help students to extend their vocabulary, get a sense of complete sentences, and provide a foundation for comprehension. In writing retelling stories students internalize the process of writing by exploring and using the elements of story in their own stories. The handouts used in this session are found in Appendix G.

Objectives

- To learn different techniques children can use for story retelling.
- To learn how to assess students' story retelling activities.
- To learn different activities students can use for writing retelling stories.
- To learn how to connect elements of story readings to writing.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities among the groups in the use of "Independent Reading and Writing".

K-W-L Chart about "Story Retelling" and "Writing Story Retellings"

- Discuss and write what you know about "Story Retelling" and "Writing Story Retellings"
- Discuss what you would like to know about "Story Retelling" and "Writing Story Retellings".

Modeling "Story Retelling" and "Writing Story Retellings"

- After a story has been read several times, students are encouraged to engage in activities that lead them to retell or extend the content of the story.
- Teacher models how to retell a story using different types of props: storyboards, flannel board pictures, puppets, or other small objects.
- Teacher uses different tone of voices for dialogue and emphasizes repetitive phrases. Mini-lessons on story elements are appropriate to include at this point.
- Students practice in pairs or individually. Teacher helps students to prepare story telling before an audience.
- Students can work together to write or dictate the retelling, or they can divide the story into sections and have each student write a small part.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind "Story Retelling".
- We will discuss and write the principles behind "Writing Story Retellings".
- We will fill out the last column for the K-W-L Chart, what we have learned about "Story Retelling" and "Writing Story Retellings".

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide which activities for "Story Retelling" you will use in your lesson plans.
- Decide how you will use the "Writing Story Retellings" to connect the reading books.
- Decide how and when you will use these strategies in the lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 08: Mini-lessons, Venn Diagrams, and Word Wall Strategies

Overview

The purpose of session 08 is to use instructional strategies to teach a literacy procedure, concept, or skill at an appropriate opportunity to apply while students are learning the process of reading and writing. The handouts used in this session are found in Appendix H.

Objectives

- To learn what a Mini-lesson is, and know how and when to apply it to teach a literacy procedure, concept or skill.
- To learn what a Venn Diagram is, and to know how to apply it to compare and contrast a topic.
- To learn what a Word Wall is, and to know how to apply it to extend students vocabulary.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities among the groups in the use of "Story Retelling and Writing of Retell Stories".

K-W-L Chart about "Mini-lessons," "Venn Diagrams," and "Word Wall" Strategies.

- Discuss and write what you know about "Mini-lessons, Venn Diagrams and Word Wall" strategies.
- Discuss what you would like to know about them.

Instances Where "Mini-lessons," "Venn Diagrams," and "Word Walls" Can be Used

- Teachers teach mini-lessons to focus students' attention to a literacy procedure, concept or skill. Procedures include how to make a puppet or how to write an entry in a reading log. Concepts include sharing information about an author or teaching about homophones. Skills include how to use punctuation marks, how to use an index. Mini-lessons usually last 15 or 30 minutes, and sometimes teachers extend the lesson over several days. (Use an example from lesson plans.)
- Venn Diagrams have two (or more) overlapping circles, and students use these charts to compare and contrast topics. Students write and draw the differences in the parts of the circles that do not overlap and write and draw similarities in the overlapping section. (Use an example from lesson plans.)
- Word Walls are large sheets of butcher paper where students and teacher write about interesting, confusing, and important words from stories. They also write words about informational books and textbooks they are reading. Students refer to the words on the word wall for writing activities and for word-study activities. (Show an example from lesson plans.)

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles behind a "Mini-lesson", "Venn Diagram" and "Word Wall"
- We will fill out the last column for the K-W-L Chart, what we have learned about "Mini-lessons", "Venn Diagrams", and "Word Wall".

Plan of Action

- Small groups will get together to discuss their plan of action.
- Decide where and how you will use these strategies in your lesson plans.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 09: Authentic Assessment

Overview

The purpose of session 09 is: (a) to provide teachers with guidelines to choose or design a variety of informal assessments to monitor bilingual students' learning process and achievements, (b) to learn how to engage in authentic or naturalistic assessment through the use of working portfolios, and (c) to learn how to select samples that represent the students' best work. The handouts used in this session are found in Appendix I.

Objectives

- To design an authentic assessment for a thematic unit.
- To make a list of materials to include in the students' portfolios.
- To make a sample of a form to keep records of students' conferences.

Group Project Progress Sharing

- A representative of each group will share the progress of their lesson plans.
- Discuss differences and similarities among the groups in the use of "Mini-lessons, Venn Diagrams and Word Walls".

K-W-L Chart about "Authentic Assessment"

- Discuss and write what you know about "Authentic Assessment".
- Discuss what you would like to know about Authentic Assessment.

Modeling Student Assessment

- Teacher describes how students will be assessed for the thematic unit and what items they will need to collect for their portfolios.

- Teacher explains how s/he planned the activities, assignments and projects for the assessment of the theme unit while planning the curriculum.
- Teacher presents a checklist of artifacts that students have to collect over the period of the theme.
- Teacher explains students how they will be assessed at the beginning of the theme unit.
- Teacher and students discuss the activities, assignments and projects they will collect for their Portfolios. Students will be assessed according to the quality of these artifacts.
- Teacher explains how s/he plans to meet with small groups of students after they complete an assignment or project to monitor their progress, to set goals and to help students to solve problems.

Reflection and Discussion

- We will discuss and write the facts (what happened).
- We will discuss and write the principles underlying "Authentic Assessment".
- We will fill out the last column for the K-W-L Chart, what we have learned about "Authentic Assessment".

Plan of Action

- Small groups will get together to discuss your plan of action.
- Decide how you will apply the guidelines for Authentic Assessment for your theme unit.

Refreshments and Further Discussion

The session will end with a brief time of refreshments, giving the participants an opportunity to interact informally.

Session 10: Group Presentations

Overview

The purpose of session 10 is to share the teachers' progress in the implementation of effective bilingual practices for early childhood students in the use of Reading and Writing strategies for Theme Units. The handouts used in this session are found in Appendix J.

Objective

Each group will choose a Reading and Writing Strategy in Spanish and will make a presentation including the following checklist:

- Knowledge of Concept
- Reference of Materials
- Checklist of Activities and/or Projects
- Modeling the Teaching Strategy
- Mini-lesson of a teaching point

Group Presentations and Discussion

Each group will have a maximum of 30 minutes for presentation.

End of Seminar Celebration and Refreshments

After the group presentations and discussion, we will have a catered reception (could be as simple as cake and coffee, or more elaborate with finger foods, etc.) to celebrate the milestone that the participants have achieved in completing the Professional Development Seminar. Personalized certificates of achievement will be presented to each participant.

PART III:

MODEL THEMATIC UNIT FOR ENGLISH-SPANISH BILINGUAL EDUCATORS

Model Thematic Unit: "Who Am I?"

Introduction

I have chosen the theme "Who Am I?" for this unit. It is approached from a multicultural perspective in that (a) it helps students to recognize, tolerate and appreciate ethnic and cultural diversity; (b) it provides students with opportunities to discuss cultural alternatives; and (c) it focuses on literature that is multicultural and ethnically diverse. I have in mind a classroom of eight Spanish speaking and twelve English speaking first and second-graders (age 6-8), from diverse cultural backgrounds.

I have selected a variety of Multicultural Literature books, English and Spanish, as the vehicle for fostering cultural awareness and identity of students of diverse backgrounds, as well as developing all students' understanding and appreciation for other cultures. These books portray cultures from Asian-American, African-American and Latin-American backgrounds. These books have been carefully selected to be used with different reading strategies. Some will be used to read aloud to students, some will be read independently, and others students will read together as shared or guided reading. A list of resource materials is included at the end of this paper.

There are many topics that could be included in this unit, such as food, clothes, music, languages, hobbies and games, etc. However, for the purposes of this paper I have limited the topics to three, and have developed instructional activities and readings for each one of them. The topics chosen are:

- People – We are all the same/We are all different
- Autobiographies – Who am I? My story
- Families – My family

These topics will be taught in the instructional time assigned to Social Studies and Reading-Language Arts, which, for this paper, has been assumed to consist of a total of 3 hours per day: 1.5 hours in Spanish and 1.5 hours in English teaching the same topic using different Reading and Writing Strategies. One hour for writing activities and projects in the students' first language. Half an hour for silent reading choosing books in the preferred language.

Purpose

The purpose of the Thematic Unit "Who Am I?" is to build students' self-esteem through readings and activities which activate their knowledge about themselves: their cultural backgrounds, families, favorite activities, etc., in a way that will develop understanding and appreciation for other cultures at the same time. It is also designed to increase their reading and writing skills at an appropriate level.

Objectives

The specific learning objectives are found in Table 2.

Table 2

Learning Objectives for Thematic Unit

• Students will each make a "Me" box to help them reflect on their lives and identify important events.
• Each student will orally share the "Me" box with classmates to celebrate his/her uniqueness.
• Each student will make a journal with daily entries to learn new vocabulary and to write their thoughts about similarities and differences with their classmates.
• Each student will make an "All About Me" book with 8 pages, where they will write their own life-stories about their cultural background, family members, family traditions and favorite activities.

- Each student will participate in daily "grand conversations" about the books read in class and will have access to read those books for this unit for reading practice.

Projects and Activities

Grand Conversations

We will participate in "Grand Conversations" after each reading (Tompkins, 1998b. This activity, also referred to as "Literature Circles," is where students talk in their first language about the text, share their personal responses and reactions, tell what they liked about the selection, and shift the focus over to what the author has written. Often students make connections between the selections and their own lives.

"Me" Boxes

Students will each make a "Me" box, which is a good way for students to reflect on their own lives and identify key events (Tompkins, 1998b). Students collect objects and pictures representing their families, their hobbies, events in their lives, and special accomplishments, and then write approximations of explanations or reflections in their first language to accompany each object. Students put all the objects in a shoebox and decorate the outside of the container.

"All About Me" Books

Students will also make an "All About Me" book (Tompkins, 1998b). These first autobiographies usually list information such as the child's birthday, family members, friends, and favorite activities, with drawings and pictures as well as text. The procedures for this project will be explained in both languages in the block of time used for each language. Two weeks before starting the Unit I will share with the students my "Me" box

and explain that they will be making their own boxes. I will send a letter to their parents explaining the activities we are planning on for this Unit and ask them to help their children collect objects and pictures about family, hobbies, chores, favorite activities, friends, etc.

Journals

The students will periodically write in their journals. Students often keep personal journals in which they recount events in their lives and write approximations in their first language or drawings about topics of their choosing. They write about a variety of topics and explore their feelings in these entries. It is normal for students to misspell a few words in their entries; when students write in personal journals, the emphasis is on what they say, not how correctly they write. This activity will promote more freedom in the expression of ideas through writing.

Other

The books, cassettes, videos, and resource texts for this Unit will be available for students to read and research in the classroom.

Assessment

At the beginning of the unit students will receive a copy of an Assignment Checklist. As they complete the assignments they will check them off. At the end of the unit I will collect them to grade their work. A Sample Checklist is found in Table 3.

Table 3

Assignment Checklist

- ❑ Take "Me box" letter home.
- ❑ Make a "Me" box.
- ❑ Share a "Me" box with classmates.
- ❑ Make a journal with four pages.
- ❑ Make ten word cards and read them.
- ❑ Make an "All About Me" book with 8 pages.

Lesson Plans

Activities: First Week

Day 1: Monday

We will start the unit with the topic: "People: We Are All Alike, We Are All Different." The specific activities for the day are found in Table 4.

Table 4

Activities for Day 1

- Talk about similarities and differences of characteristics in people and about what makes us unique and special.
- Write down students' prior knowledge in the "K" column of a K-W-L chart.
- Read Aloud Strategy - Read aloud to students the book *People*, showing the pictures of each section and letting them make comments.
- Modeled Writing Strategy - Make a "Similarities – Differences" chart and write down the things students have found about similarities and differences between people, while they discuss them after the reading.
- Start a Word Wall with words that the students suggest from the reading.
- Shared Reading – Introduce the big book *A Little Mirror! Look*, by setting the scene, examine the front and back covers, and relate the story to students' interests and experience. Read the text, using the illustrations to predict the story. The second time read the book together to encourage prediction and participation.
- Ask for more similarities and differences from the big book and write them in the charts.
- Switch language (Spanish) and do the same steps with the following books and charts:
- Lectura en voz alta – Lea el libro *Gente.*
- Lectura Compartida – Lea el libro gigante *Espejito, ¡mira!*
- Modelando la escritura – "Semejanzas y diferencias"
- Mural de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have students prepare their journals for this unit, writing the name of the unit and their names on the cover in their first language.
- Students write down 3 words they choose in their journals.
- Ask students to look at the people around them, and tell how they are the same or different.
- After some discussion ask them to draw a picture of a friend and write how he/she is alike or different from himself/herself.

- Remind the students to bring their "Me" boxes for Tuesday and send a note home to parents.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 min.

Day 2: Tuesday

The second topic, "Autobiographies: Who am I? My story," is started on Tuesday. The day's specific activities are listed in Table 5.

Table 5

Activities for Day 2

- Review Word Wall in English.
- Remind students that they are special and ask them if they remember the books they read yesterday.
- Talk about activities or skills they know how to do well to introduce the story.
- Read Aloud – Read to students the book *Hard to be Six*, showing the pictures and letting them make comments.
- Discuss the story in a grand conversation. Ask what the things the boy could do well were.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following book:
- Lectura en voz alta – Lea el libro *Los deseos de la jirafa.*
- Pregunte a los estudiantes por qué la jirafa no estaba contenta con su propia cola.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Make a Venn Diagram and ask the students to compare those two stories.
- Have students write the 3 words they choose in their journals, and write about a skill or activity they know how to do well.
- I get out my "Me" box that I shared with them two weeks earlier.
- Give students time to put finishing touches on their "Me" boxes, using pictures, drawings, markers, glitter, etc.
- Guided Reading – While students work on their projects, have a small group to read the book *The Toy Box*, and another small group to read the book *Mi perrito.*
- Teach a mini-lesson: Literary elements – book cover, title, author, illustrator, beginning and ending of the story.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 minutes.

Day 3: Wednesday

The activities for Wednesday are found in Table 6.

Table 6

Activities for Day 3

- Review Word Wall.
- Have five students share about their "Me" boxes.
- Have students write in their journals one thing that is similar and one thing that is different to them from the presentations.
- Talk about friends that have moved to the U.S. recently.
- Read aloud to students the book *Angel Child, Dragon Child*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Ask what things are similar and different in relation to Hoa in an American school.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following book:
- Lectura en voz alta – Lea el libro *¡Viva el midsommar!*
- Los estudiantes repiten el cuento con sus propias palabras. Pregunte qué costumbres adoptó Olivia al vivir en los Estados Unidos.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Language Experience Approach – Choose one of the students who shared his/her box and write in a chart the story that students dictate about him/her. For example, "John has green eyes, he likes to ride his bicycle, he likes Arts" (Follow the steps for this strategy).
- Teach a mini-lesson: Words, Sentences, Periods and Capital letters.
- Do the same in Spanish: Experiencia del Lenguaje – Escoja un estudiante que haya mostrado su colección personal y escriba lo que dicten los estudiantes acerca de él/ella. Por ejemplo, "Martha tiene el pelo negro, su color favorito es el morado, le gusta dibujar" (Siga las instrucciones correspondientes a esta estrategia).
- Enseñe una minilección: Palabras, oraciones, uso del punto final y mayúsculas.
- Have students draw a picture of themselves and write down one or two character traits.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 min.

Day 4: Thursday

The activities for Thursday are found in Table 7.

Table 7

Activities for Day 4

- Review Word Wall.
- Have five more students to share about their "Me" boxes.
- Have students write in their journals one thing that is similar and one thing that is different to them from the presentations.
- Talk about things they are good at.
- Read aloud to students the book *Cleversticks*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Ask what things Ling Sung was frustrated in doing and what things he was good at.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following book:
- Lectura en voz alta – Lea el libro *Una sorpresa para Mónica.*
- Pregunte a los estudiantes qué cosas podía hacer muy bien Mónica y por qué estaba triste.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Make a Venn Diagram and ask the students to compare those two stories.
- Have students write the 3 words they choose in their journals.
- Chopstick and tortilla chips activity: Give each student a pair of chopsticks and a tortilla chip and let them have fun trying to pick up a piece of food with them.
- Find out if children know of other ways food is eaten in different countries.
- Guided Reading – While students work on this activity, have a small group to read the book *Come and Play*, and another small group to read the book *A veces*.
- Teach a mini-lesson: Action words – focus on the suffix for present tense.
- Independent Reading -Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 min.

Day 5: Friday

The activities for Friday are found in Table 8.

Table 8

Activities for Day 5

- Review Word Wall.
- Talk about how they celebrate their birthdays and ask if they think children in other countries celebrate it the same way.
- Read aloud to students the big book: *A Second Birthday*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the same book in Spanish:
- Lectura en voz alta – Lea el libro gigante: *Un segundo cumpleaños*. Muestre las ilustraciones y permita que los estudiantes hagan comentarios.
- Mural de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have last students share their "Me" boxes.
- Have students write in their journals one thing that is similar and one thing that is different to them from the presentations.
- Make a "Similarities and Differences" poster. Have one group work in English and another in Spanish.
- Have each student select one similarity and one difference from their journal.
- Have them write or draw, with different colored markers, something that illustrates the characteristics they chose. For example, one student might write, "I have brown eyes and so does Joey." Another student might write, "I was born in Mexico and April was born in America."
- Have students select five words from their journals and have them make cards with one word on each card.
- Have students reflect about the new things they have learned and write it down in the "L" column of the K-W-L chart.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 minutes.

Activities: Second Week

Day 6: Monday

The third topic, "My Family," is begun on the Monday of the second week. The activities for this day are found in Table 9.

Table 9

Activities for Day 6

- Talk about families and who are the members of a family. Write down their prior knowledge on the "K" column of the K-W-L chart.
- Read Aloud – Read to students the book *Celebrating Families*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Ask what kind of families they see, and what is unique about them (traditional and non-traditional families).
- Modeled Writing - Write down what they want to know about Families on the "W" column of K-W-L chart.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following books and charts:
- Lectura en voz alta – Lea el libro *Con cariño.*
- Modelando la escritura – Escriba lo que los estudiantes quieren saber sobre Las familias en la columna "Q".
- Mural de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have students prepare their journals and write and draw something that a family does different from his/her family, (They eat chow mein, we eat hamburgers; Su casa es de adobe, mi casa es de madera.)
- Have students write 3 words they choose in their journals.
- Talk about "All About Me" books.
- Have students make their own blank books with 8 pages and a cover.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 min.

Day 7: Tuesday

The activities for Tuesday are found in Table 10.

Table 10

Activities for Day 7

- Review Word Wall.
- Have students use the "Me" boxes, the K-W-L charts, the "Similarities and Differences" charts, and journals as resources to come up with ideas for their "All About Me" book.
- Have students choose two topics and write or draw on three pages of their "All About Me" book (make sure students start on page 3 in order to leave space for a title page).
- Send a note home to parents asking them to help the student compile a list of immediate family members, including traditional and non-traditional family roles.
- Guided Reading – While students work on their projects, have a small group to read the book: *My Place*, and another small group to read the book: *Mi hogar*. (Follow the steps for this strategy)
- Teach a mini-lesson: Grammar– Focus the lesson on sentences and nouns.
  - Teach students the difference between a complete and incomplete thought by writing several sentences on a board. Teach common and proper nouns and ask students to point them out in the sentences.
  - Where do you find the sentence _____? Show me the word _____.
- Minilección de gramática – Oraciones, sustantivos y artículos. Enseñe la diferencia entre oraciones con sentido completo y frases. Enseñe el sustantivo y el empleo de artículos.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 minutes.

Day 8: Wednesday

The activities for Wednesday are found in Table 11.

Table 11

Activities for Day 8

- Review Word Wall.
- Talk about the book *Celebrating Families*, reviewing what they remember from Monday, using the photos as reminders.
- Talk about things families like to do and things they like to eat.
- Read Aloud – Read to students the book *Come to My House*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Talk about the concept Traditions and talk about it from the stories in the book.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following books:
- Lectura en voz alta – Lea el libro *Te invito a mi casa.* Muestre las ilustraciones y permita que los estudiantes hagan comentarios.
- Explique el concepto de Tradiciones y permita que los estudiantes lo conecten con el libro o con sus experiencias personales.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have students write the 3 words they choose in their journals.
- Introduce the concept Family Trees using a generational model, rather than a linear model, in order to accommodate both traditional and non-traditional families. We will use two or three examples from the book *Celebrating Families* and construct family trees for them.
- Remind students to bring their family list tomorrow.
- Have students to complete the first 3 pages of their "All about Me" book. Those who have finished can start drawing a family tree in their journal as a first draft.
- Independent Reading - Students who finish early can select a book in the reading corner and read it silently or with another classmate for 20 minutes.

Day 9: Thursday

The activities for Thursday are found in Table 12.

Table 12

Activities for Day 9

- Review Word Wall.
- Have students share their family lists.
- Take one as an example and have the other students build a generational family tree.
- Have everyone work on building their family tree, first on scratch paper and then copied in their "All About Me" book when they are satisfied with it.
- Have them work in their projects for 30 min.
- Talk about parents and grandparents and see if anyone knows who the first relative who came to this country was and which country they came from.
- Write it down in the "K" column of the K-W-L chart.
- Read Aloud - Read the book *Grandfather's Journey*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Ask what Grandfather missed the most when he lived in America, and what he missed when he lived in Japan.
- Add words that students suggest to the Word Wall.
- Have students write the 3 words they choose in their journals.
- Ask students to talk to their parents about their ethnic background, especially if they can find out who was the first relative who came to this country.
- Switch language (Spanish) and do the same steps with the following books:
- Lectura en voz alta – Lea el libro: *El cumpleaños de mi abuelito*. Muestre las ilustraciones y permita que los estudiantes hagan comentarios.
- Haga preguntas sobre el cuento y lo que ellos harían para celebrar el cumpleaños de su abuelito.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have students write the 3 words they choose in their journals.
- Students who finish early can read books in the reading corner.

Day 10: Friday

The activities for Friday are found in Table 13.

Table 13

Activities for Day 10

- Review Word Wall.
- Have students discuss the information they found out.
- Give students time to finish their family trees, and for those who have finish have them write and draw a page about their first relative who came to the U.S.
- Talk about how their families live here in U.S. Write it down in the "K" column of the K-W-L chart.
- Read aloud the book *How My Family Lives in America*, showing the pictures and letting them make comments.
- Discuss the story in grand conversation. Ask what ways Sanu, Eric, or April are different or similar to them.
- Add words that students suggest to the Word Wall.
- Switch language (Spanish) and do the same steps with the following books:
- Lectura en voz alta – Lea el libro gigante: *La familia Villareal.* Muestre las ilustraciones y permita que los estudiantes hagan comentarios.
- Haga preguntas sobre la lectura y que comparen como vive la familia Villareal en los Estados Unidos con sus propias familias.
- Depósito de palabras – los estudiantes seleccionan algunas palabras de la lectura.
- Have students write the words they choose in their journals.
- Have students choose five words from their journal and make five cards with one word on each of them.
- Have students reflect about the new things they have learned and write them in the "L" column of the K-W-L chart.
- Give students time to complete their "All About Me" book.
- Have students check their assignment list and turn their projects to me for assessment.
- Students who finish early can read books in the reading corner.

Note: The last book they read can be used as a transition to a new topic like "Food and Favorite Recipes."

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APPENDIX A:

HANDOUTS FOR SESSION 01

Effective Bilingual Practices for Early Childhood Reading and Language Arts:
A Professional Development Seminar for English-Spanish Bilingual Educators

Priscila P. Piper, Instructor

Session 01
- Introduction to Thematic Units
- K-W-L
- Resource Materials
- Plan of Projects and Activities

Session 02
- Introduction to Reading and Writing Strategies
- Reading Aloud
- Modeled Writing

Session 03
- Shared Reading
- Shared Writing

Session 04
- Reading LEA
- Writing LEA

Session 05
- Guided Reading
- Guided Writing

Session 06
- Independent Reading
- Independent Writing

Session 07
- Story Retelling
- Writing Story Retellings

Session 08
- Mini-lessons
- Venn Diagrams
- Word Wall

Session 09
- Authentic Assessment
  - Portfolios
  - Journals
  - Logs
  - Projects
  - Word Bank

Session 10
- Group Presentations

Prácticas bilingües efectivas en el desarrollo de la lectoescritura para principiantes: Seminario de desarrollo profesional

Instructora: Priscila Palomino de Piper

Sesión 01
- Introducción a las unidades temáticas
- SQA
- Materiales
- Plan de actividades y proyectos

Sesión 02
- Introducción a las estrategias de lectoescritura
- Lectura en voz alta
- Modelando la escritura

Sesión 03
- Lectura compartida
- Escritura compartida

Sesión 04
- El lenguaje a través de una experiencia: Lectura
- El lenguaje a través de una experiencia: Escritura

Sesión 05
- Lectura guiada
- Escritura guiada

Sesión 06
- Lectura independiente
- Escritura independiente

Sesión 07
- Narración de cuentos con tus propias palabras
- Composición de cuentos con tus propias palabras

Sesión 08
- Minilecciones
- Diagramas Venn
- Mural de palabras

Sesión 09
- Evaluación auténtica
  - Portafolios
  - Diarios
  - Anotaciones
  - Proyectos
  - Depósito de palabras

Sesión 10
- Presentaciones

K-W-L Chart

Teachers use K-W-L charts during across-the-curriculum thematic units to activate students' background knowledge about a topic and to assist students in generating questions and organizing information they are learning (Ogle 1986, 1989). Teachers create a K-W-L chart by hanging three sheets of butcher paper or dividing chart paper and labeling the sections *K, W*; and *L*. The letters *K, W*; and *L* stand for "What We Know," "What We Want to Learn," and "What We Learned." [...]

Teachers introduce a K-W-L chart at the beginning of a unit and use the chart to identify what students already know about the topic and what they want to learn. Toward the end of the unit, students complete the last section of the chart, what they have learned. This instructional procedure helps students combine new information with prior knowledge and to develop their vocabularies. It is intended to be used with nonfiction topics.

Step By Step

The steps in using a K-W-L chart are:

1. Create a large chart as shown in the figure, dividing the chart into three columns and labeling them K (What We Know), W (What We Want to Learn), and L (What We Have Learned).

2. At the beginning of the thematic unit, ask students to brainstorm what they know about the topic and write this information *in* the K (What We Know) column. Sometimes students suggest information that is *not* correct, and these *statements* should be turned *into* questions and added to the W (What We Want to Learn) column.

3. Write the questions that students suggest in the W column.

4. Continue to add questions to the W column and begin to write information that students learn in the L (What We Learned).

5. At the end of the unit, complete the L column of the chart and have students reflect on what they have learned during the unit.

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

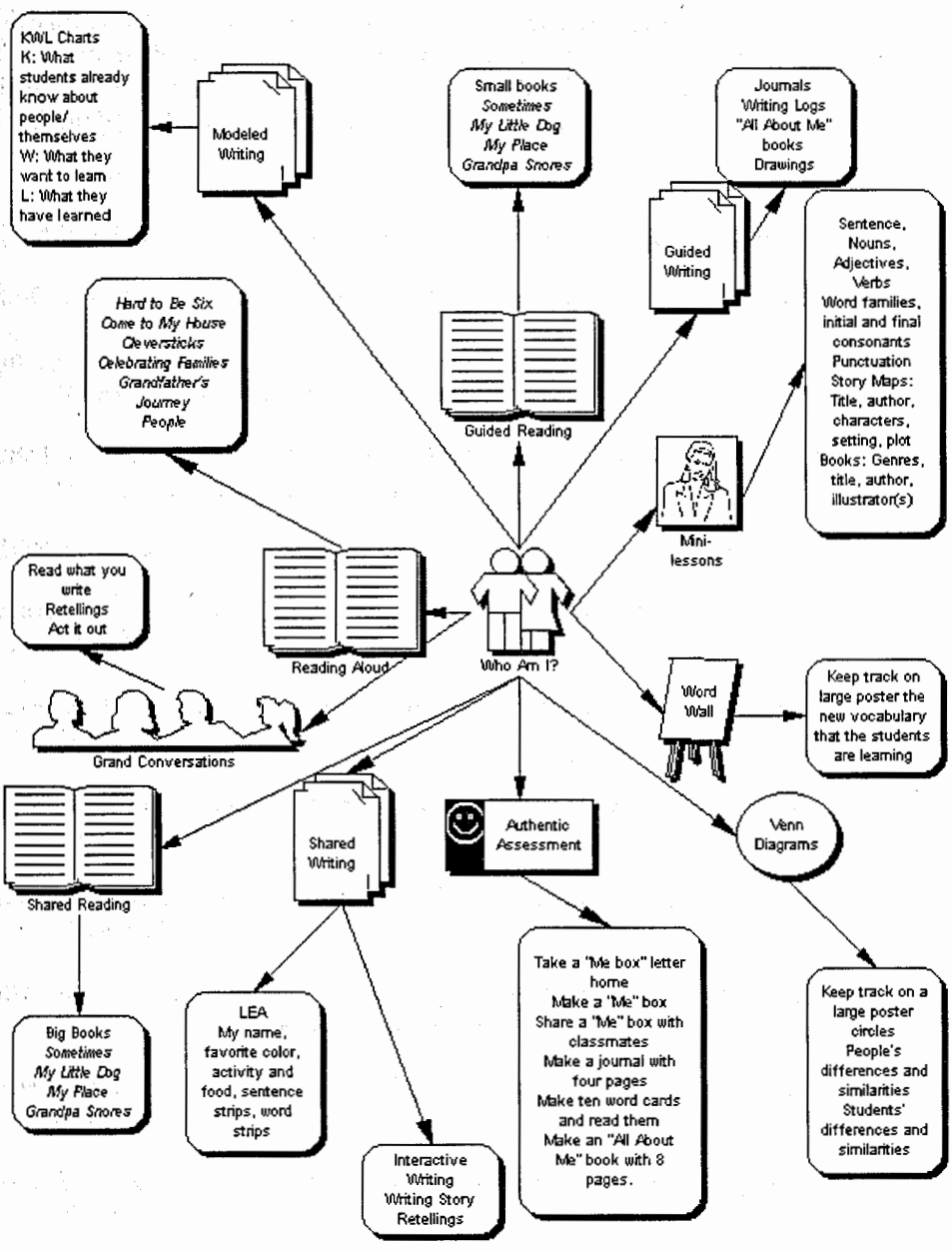
K-W-L Chart (Blank)

K-W-L Chart on _____

K What I Know	W What I Want to Learn	L What I Learned

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

A Conceptual Map of the Thematic Unit: "Who Am I?"



Literature Resources for an English-Spanish Bilingual Early Childhood Reading and Language Arts Program

The following is a list of children's books, some in English and some in Spanish, which are suitable for use in a bilingual reading and language arts program. Each publication has been classified according to the strategy for which they are particularly suited. These strategies, which are described in pages 27-29 above, are: (a) RA = Reading Aloud, (b) SR = Shared Reading, and (c) GR = Guided Reading.

Ada, A. (1989). *Los seis deseos de la jirafa.* Carmel: Hampton-Brown. (RA)

Adoff, A. (1991). *Hard to Be Six.* New York: Lathrop, Lee & Shepard Books. (RA)

Almada, P. & Lo-Caseio, T. Editors. (1999). *Come to My House.* Crystal Lake, IL: Rigby. Includes audiocassette. (RA)

Almada, P. & Lo-Caseio, T. Editors. (1999). *Te invito a mi casa.* Crystal Lake, IL: Rigby. Includes big book and audiocassette. (RA)

Ashley, B. (1991). *Cleversticks.* (RA)

Avalos, C. & Berlute-Shen, S. (1999). *Grandpa's Birthday.* Crystal Lake, IL: Rigby. (RA)

Avalos, C. & Berlute-Shen, S. (1999). *El cumpleaños de abuelito.* Crystal Lake, IL: Rigby. (RA)

Avalos, C. (1991). *Espejito, ¡mira!* Cleveland: Modern Curriculum Press. Includes big book. (SR, GR)

Butler, A. & Newland, M. (1999). *Sometimes.* Crystal Lake, IL: Rigby. Includes big book. (SR, GR)

Butler, A. & Newland, M. (1999). *A veces.* Crystal Lake, IL: Rigby. Includes big book. (SR, GR)

Cason, S. & Fleming, L. (1999). *My Little Dog.* Crystal Lake, IL: Rigby. Includes big book. (SR, GR)

Cason, S. & Fleming, L. (1999). *Mi perrito.* Crystal Lake, IL: Rigby. Includes big book. (SR, GR)

Cervantes, J. (1996). *Voy a la escuela.* Carmel, CA: Hampton-Brown. Big book only. (RA, SR)

Hausherr, R. (1997). *Celebrating Families.* New York: Scholastic Press. (RA)

Heapy, Teresa. (1997). *Mi hogar.* Crystal Lake, IL: Rigby. (GR)

Iversen, S. & Giggenbach, E. (1999). *Come and Play.* Crystal Lake, IL: Rigby. (GR)

Kajikawa, L. & Sugimoto, N. (1999). *A Second Birthday.* Crystal Lake, IL: Rigby. Includes big book and audiocassette. (RA)

Kajikawa, L. & Sugimoto, N. (1999). *Un segundo cumpleaños.* Crystal Lake, IL: Rigby. Includes big book and audiocassette. (RA)

King, S. & Power, M. (1999). *Grandpa Snores.* Crystal Lake, IL: Rigby. (SR)

King, S. & Power, M. (1999). *Mi abuelito roncaba.* Crystal Lake, IL: Rigby. (SR)

Kratky, L. & Lovell, C. (1991). *La familia Villareal.* Carmel, CA: Hampton-Brown. Big book only. (RA)

Kuklin, S. (1992). *How My Family Lives in America.* New York: Bradbury Press, Macmillan. (RA).

Maitland, K. & Mora, F. (1997). *Una sorpresa para Mónica.* Crystal Lake, IL: Includes audiocassette. Rigby. (RA)

Martin, B. (1996). *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt. (SR)

Morris, A. (1990). *Con cariño.* Carmel, CA: Hampton-Brown. (RA)

Nelson, May (1999). *My Place.* Crystal Lake, IL: Rigby. (GR)

Say, A. (1993). *Grandfather's Journey.* Boston: Houghton Mifflin. (RA)

Snowdon, L. (1986). *Children Around the World.* Minneapolis: Dillon Press. (RA)

Spier, P. (1980). *People.* Garden City, NY: Doubleday. (RA)

Spier, P. (1993). *Gente.* Garden City, NY: Doubleday. (RA)

Surat, M. (1983). *Angel Child, Dragon Child.* Milwaukee: Raintree Publishers. (RA)

Ten Considerations for Developing Thematic Units

1. Collect a text set of stories, information books and poems.
2. Set up listening center.
3. Coordinate content-area textbook readings.
4. Locate multimedia materials.
5. Identify potential words for word wall.
6. Plan how students will use learning logs.
7. Identify skills and strategies to teach during the theme.
8. Plan talk and visually representing activities related to the theme.
9. Brainstorm possible projects students may create to extend their learning.
10. Plan for assessment of the theme.

Adapted from Tompkins, 1998b, pp. 567-568

Ideas for Locating Appropriate Materials for Thematic Units

1. Youth Collection in University and/or Public Library. Use the library's electronic catalogue to search the collections by keywords such as: Identity, "Who am I?", Social Studies, Multicultural, Diversity, Families, Spanish, Latino, Bilingual.

2. Check the web pages of the publishers of children's books. Many have collections of books relating to specific topics. Two which are especially helpful are: Rigby (www.rigby.com) and Hampton-Brown (www.hampton-brown.com). These two publishers also produce full-color catalogues.

3. Keep a list/file of titles recommended by other teachers.

4. Many of the academic/research books on the topics of bilingual education have lists of recommended books; for example, Freeman & Freeman (1994) has several indexes of resources (books, videos, book clubs, publishers, etc.

5. There are also many books in the libraries of the local schools; some districts also have resource center for reading teachers. Many of these books are labeled by reading level.

6. Local, regional and national conferences, such as the annual Iowa Language and Cultural Concerns Conference, and the annual conference of the National Association of Bilingual Educators (NABE), are also good sources for materials, since many book publishers and vendors are present.

Seven Principles of a Whole Language Orientation

1. Lessons should proceed from whole to part.

2. Lessons should be learner centered because learning is the active construction of knowledge by students.

3. Lessons should have meaning and purpose for the students now.

4. Lessons should engage groups of students in social interaction.

5. Lessons should develop both oral and written language.

6. Lessons should take place in the first language to build concepts and facilitate the acquisition of English.

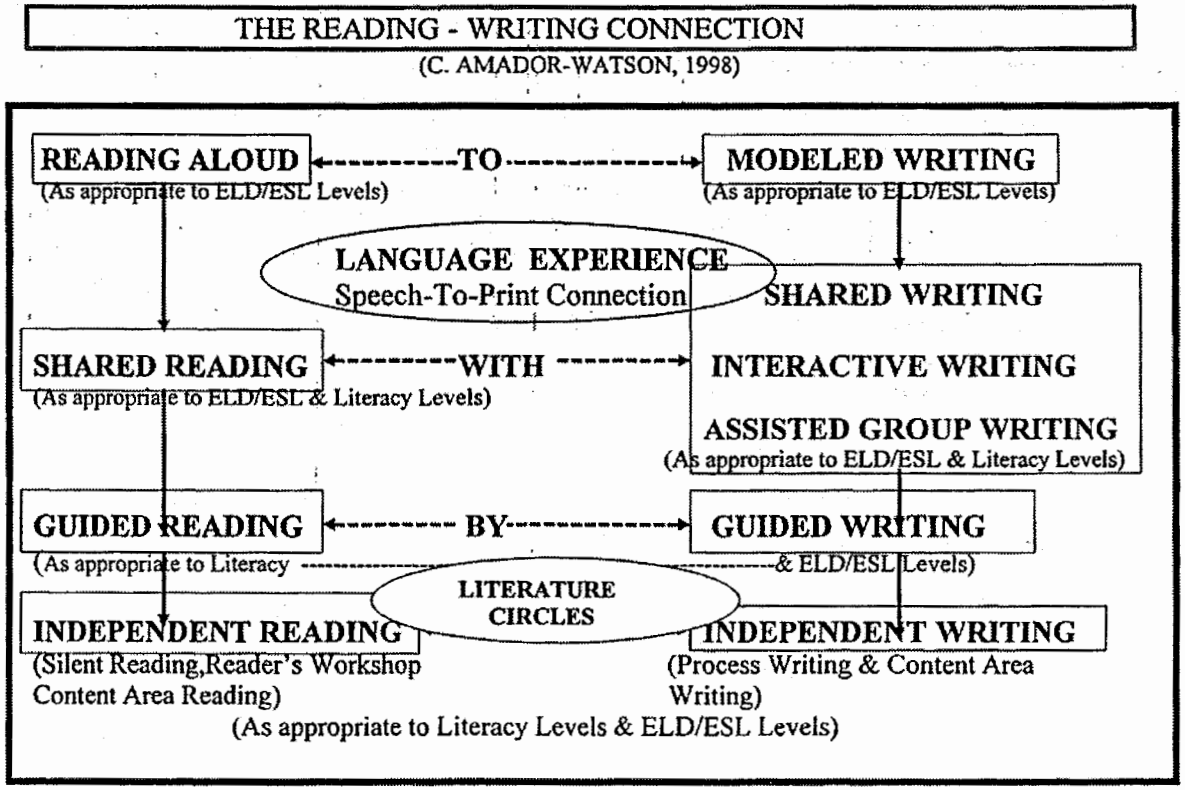
7. Lessons should show faith in the learner in order to expand students' potential.

Adapted from Freeman & Freeman, 1994, p. 112

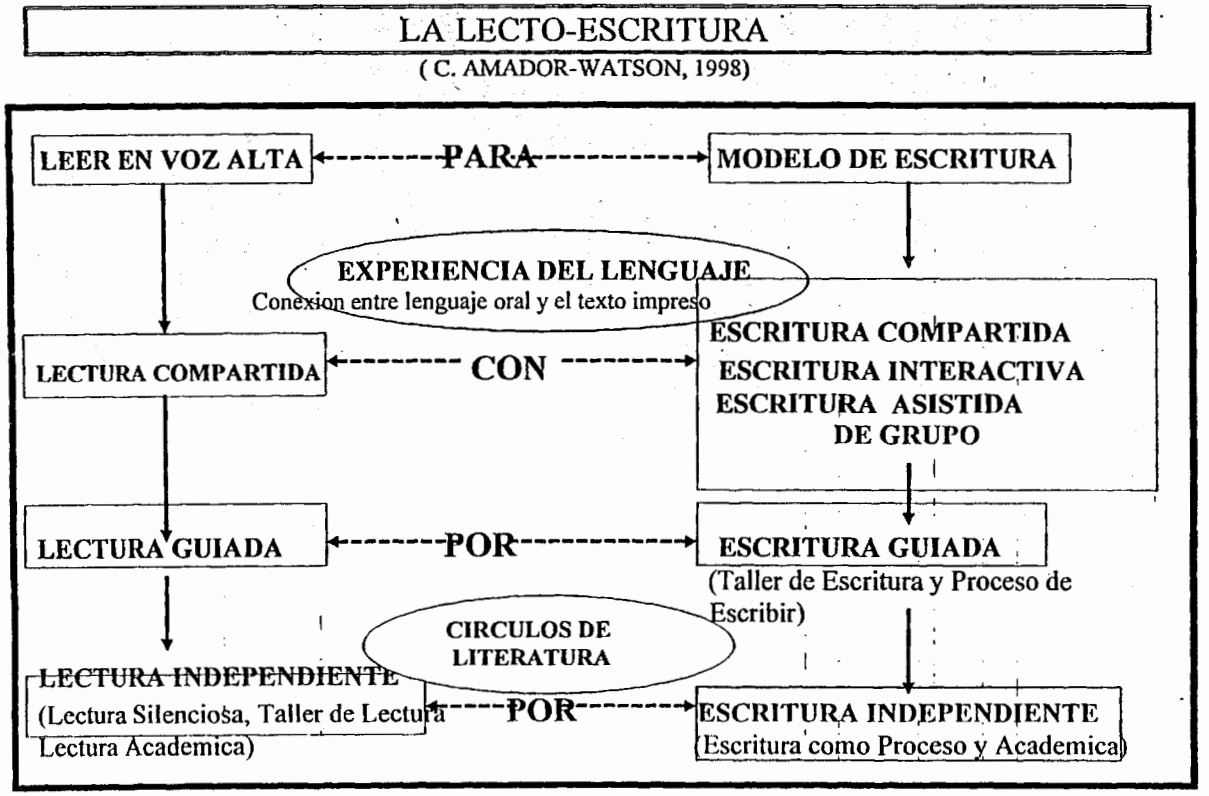
APPENDIX B:

HANDOUTS FOR SESSION 02

A BALANCED LITERACY FRAMEWORK FOR ENGLISH LANGUAGE LEARNERS



MODELO CONCEPTUAL PARA LA LECTO-ESCRITURA



The Power of Reading Aloud

Experience the joy of reading // Model reading aloud

- Introduce the book
- Read the book
- Encourage Group Discussion afterwards
- Whole reading
- Invite personal responses

Use Question-Answer Relationships

- Student-answers: To Right in the Story
  To Think and Search
  To In My Head
- Student-generated questions

Introduce Strategic Reading Skills

- Understanding Conflict
- Cause and Effect
- Visualize description
- Understand Simile
- Understand Time and Setting
- Identify sensory detail

Elicit Critical and Creative Thinking in connection to Writing across curricular areas

Hypothetical Thinking

- Writing a song, poem, postcards
- Drawing a picture
- Performing a Monologue
- Writing a News article
- Taping a radio message
- Creating Dialogues
- Creating a Comic Strip

Adapted from unpublished Rigby handout.

What is Modeled Writing?

"Modeled Writing provides an opportunity for children to see and hear an 'expert' writer in action. It involved composing in front of children, articulating the process they are going through, and explaining why they are doing what they are doing."

The Teacher:

Models his/her process of writing by:

- Engaging in the process itself in front of children;
- By thinking out loud and demonstrating the decisions that need to be made when writing;
- By focusing on ways to get started, adding detail, how to end a piece, spelling strategies, punctuation and grammatical conventions.

Students:

- See and "hear" an expert writer in action;
- Observe the use of conventions in authentic writing
- Are exposed to a variety of language forms and writing styles.

Adapted from unpublished Rigby handout.

APPENDIX C:

HANDOUTS FOR SESSION 03

Suggested Teaching Sequence for Shared Reading

Decide on the focus

- build upon children's interests and needs
- introduce, develop or extend a genre, theme or unit
- meet a new or revisit a familiar author or illustrator
- provide a model for innovating
- demonstrate and develop specific reading behaviors

Select an appropriate book

- How does it support the focus?
- What are the elements of interest and need?
- In what ways does it provide sufficient challenge?
- What skills can be reinforced or learned in context?

Setting the scene

- Relate the story to children's interests and experiences.
- Examine the front and back cover illustrations.
- Discuss the author and the illustrator.

Reading the text

- The first reading should be lively with few stops
- Go through the pages using the illustrations to predict the story .
- Use expression to highlight vocabulary and refrain.

Returning to the text

- Encourage prediction and participation.
- Recall vocabulary, ideas and information.
- Observe and demonstrate reading strategies and conventions in context.

Responding to the text

- Responding-should extend the experience, enrich the learning, and engage other curricular areas.
- Ways to respond include rereading, writing, the arts and dramatization.
- Have children reread the story over and over or ask them to suggest ways to respond.
- Provide opportunities for children to share with the whole class.

Adapted from unpublished Rigby handout.

What is Shared Writing?

Shared Writing involves the teacher and the students in the process of negotiating text from the planning stage into the composing stage for the purpose of unveiling writing and serving as text for future reading.

The Teacher and the Students:

- teacher. holds the pen
- usually in response to literature read
- composing text collaboratively
  - discussing and planning the text
  - full teacher support in writing the text
  - writing strategies and decisions are made explicit
  - reading and rereading the text
- . flexible collaborative efforts between them

Adapted from unpublished Rigby handout.

What is Interactive Writing?

Interactive Writing involves the teacher and the students in the process of composing and writing text with varying levels of teacher support through the practice of "sharing the pen."

The Teacher and the Students:

- the pen is shared in a developmentally appropriate way
- usually in response to literature read
- composing and negotiating text collaboratively
    - discussing and planning the text
    - high level of teacher support
    - constructing words through connecting letters and sounds
    - writing strategies and decisions are made explicit
    - reading and rereading the text

Adapted from unpublished Rigby handout.

Interactive Writing

In interactive writing, students and the teacher create a text and "share the pen" as they write the text on chart paper (Button, Johnson, & Furgerson, 1996). The text is composed by the group, and the teacher guides students as they write the text word-by-word on chart paper. Students take turns writing known letters and familiar words, adding punctuation marks, and marking spaces between words. All students participate in creating and writing the text on chart paper, and they also write the text on small white boards. After writing, students read and reread the text using shared reading and independent reading.

Interactive writing is used to show students how writing works and how to construct words using their knowledge of sound-symbol correspondences and spelling patterns. This instructional strategy was developed by the well-known English educator Moira McKenzie, who based it on Don Holdaway's work in shared reading (Fountas & Pinnell, 1996).

Step By Step

The steps in interactive writing are:

1. Collect these materials for interactive writing: chart paper, colored marking pens, white correction tape, an alphabet chart, magnetic letters or letter cards, and a pointer. Also collect these materials for individual students' writing: small white boards, dry-erase pens, and erasers.

2. Present a stimulus activity or set a purpose for the interactive writing activity. Often teachers read or reread a trade book as a stimulus, but students can also write daily news, compose a letter, or brainstorm information they are learning in social studies or science.

3. Negotiate the text-often a sentence or two-with students. Students repeat the sentence several times and segment the sentence into words. The teacher also helps the students remember it as it is written.

4. Pass out the individual white boards, dry-erase pens, and erasers for students to use to write the text individually as it is written together as a class on chart paper. Teachers periodically ask students to hold their white boards up so they can see what the students are writing.

5. Write the first sentence word-by-word. Before writing the first word, the teacher and students slowly pronounce the word, "pulling" it from their mouths or "stretching" it out. Then students take turns writing the letters in the first word. The teacher chooses students to write each sound or the entire word, depending on students' knowledge of phonics and

spelling. Teachers often have students use one color of pen for the letters they write, and they use another color and write the parts of words that students don't know how to spell. In that way, teachers can keep track of how much writing students are able to do. Teachers keep a poster with the upper- and lowercase letters of the alphabet to refer to when students are unsure about how to form a letter, and they use white correction tape (sometimes called "boo-boo" tape) when students write a letter incorrectly or write the wrong letter. After writing each word, one student serves as the "spacer." This student uses his or her hand to mark the space between words and sentences. Teachers have students reread the sentence from the beginning each time a new word is completed. When appropriate, teachers call children's attention to capital letters, punctuation marks, and other conventions of print. Repeat this procedure to write additional sentences to complete the text. When teachers are using interactive writing to write a class collaboration book, this activity can take several days or a week or longer to complete.

6. Post the completed chart in the classroom and have students reread the text using shared or independent reading. Students often reread interactive charts when they "read the room." They may also add artwork to "finish" the chart.

Applications and Examples

Interactive writing can be used as part of literature focus units, in social studies and science thematic units, and for many other purposes, too. Some uses are:

- Write predictions before reading
- Write responses after reading
- Write letters and other messages
- Make lists
- Write daily news
- Rewrite a familiar story
- Write information or facts
- Write recipes
- Make K-W-L charts, clusters, data charts, and other diagrams
- Create innovations, or new versions of a familiar text
- Write class poems
- Write words on a word wall
- Make posters

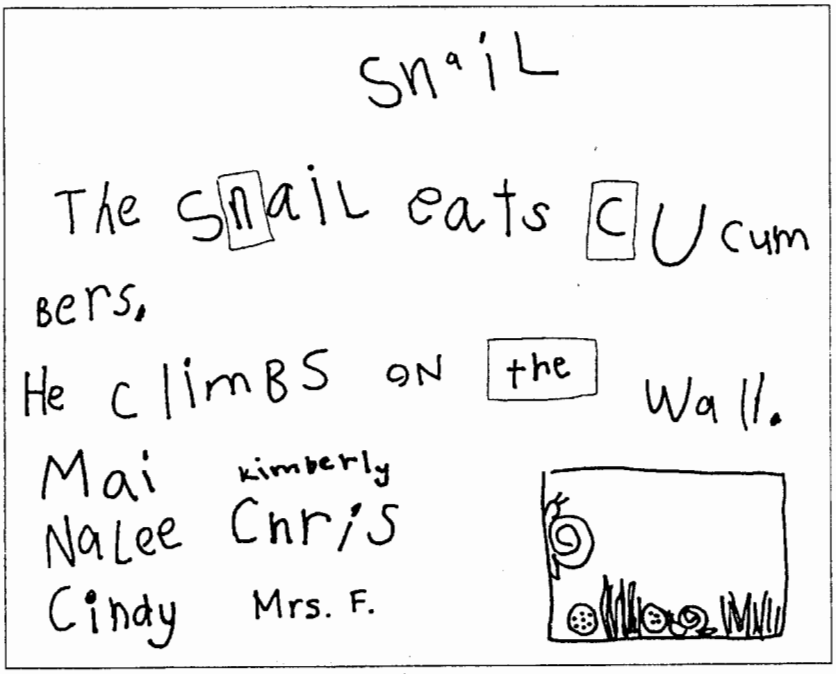


FIGURE 21–1 A Small Group's Interactive Writing About Snails

When students begin interactive writing in kindergarten, they write letters to represent the beginning sounds in words and write familiar words such as the, a, and is. The first letters that students write are often the letters in their own names, particularly the first letter. As students learn more about sound-symbol correspondences and spelling patterns, they do more of the writing. Once students are writing words fluently, they can continue to do interactive writing as they work in small groups. Each student in the group uses a particular color pen and takes turns writing letters, letter clusters, and words. They also get used to using the white correction tape, and use it to correct poorly formed letters and misspelled words. Students also sign their names in color on the page so that the teacher can track which student wrote which words. A black-and-white copy of a small group's interactive active writing about snails is shown in Figure 21-1. The boxes around two letters and one word represent the white correction tape that students used.

References

Button, K., Johnson, M. J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*; 49,446-454.

Fountas, I. C., & Pinnell, G. S. (1996). Guided reading. *Good first teaching for all children.* Portsmouth, NH: Heinemann.

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

APPENDIX D:

HANDOUTS FOR SESSION 04

What is a Language Experience?

LEA involves the teacher using students' own experiences to create stories that they dictate as students' reading material.

The Teacher:

- asks students to tell a story about a shared experience
- records verbatim students' language
- reads the story as an expert reader

Students:

- read aloud their story
- reread the story for other peers, teacher or
- begin to establish meaningful speech-to-print connections

Adapted from unpublished Rigby handout.

Language Experience Approach (LEA)

The language experience approach (LEA) is based on children's language and experiences (Ashton-Warner, 1965; Lee & Allen, 1963; Stauffer, 1970). In this approach, students dictate words and sentences about their experiences, and the teacher writes the dictation for the students. As they write, teachers model how written language works. The text they develop becomes the reading material because it has been written with conventional English spelling. Because the language comes from the students themselves and the content is based on their experiences, they are usually able to read the text easily. Reading and writing are connected as students are actively involved in reading what they have written.

The language experience approach is an effective way to help students emerge into reading. Even students who have not been successful with other types of reading activities can read what they have dictated. There is a drawback, however; teachers provide a "perfect" model when they take students' dictation-they write neatly and spell words correctly. After language experience activities, some young children are not eager to do their own writing. They prefer their teacher's "perfect" writing to their own childlike writing. To avoid this problem, young children should be doing their own writing in journals and books, and participating in interactive writing activities at the same time they are participating in language experience activities so they will learn that sometimes they do their own writing and at other times the teacher takes their dictation.

Step By Step

The steps in the language experience approach are:

1. Provide an experience to serve as the stimulus for the writing. For group writing, it can be an experience shared in school, a book read aloud, a field trip, or some other experience, such as having a pet or playing in the snow, that students are familiar with. For individual writing, the stimulus can be any experience that is important for the particular student.
2. Talk about the experience to generate words and review the experience so that the students' dictation will be more interesting and complete. Teachers often begin with an open-ended question, such as "What are we going to write about?" As students talk about their experiences, they clarify and organize ideas, use more specific vocabulary, and extend their understanding.
3. Record the student's dictation. Texts for individual students are written on sheets of writing paper or in small booklets, and group texts are written on chart paper. Teachers print neatly, spell words correctly, and preserve students' language as

much as possible. It is a great temptation to change the student's language to the teacher's own, in either word choice or grammar, but editing should be kept to a minimum so that students do not get the impression that their language is inferior or inadequate.

For individual texts, teachers continue to take the student's dictation and write until the student finishes or hesitates. If the student hesitates, the teacher rereads what has been written and encourages the student to continue. For group texts, students take turns dictating sentences, and after writing each sentence, the teacher rereads it.

4. Read the text aloud, pointing to each word. This reading reminds students of the content of the text and demonstrates how to read it aloud with appropriate intonation. Then students join in the reading. After reading group texts together, individual students can take turns rereading. Group texts can also be copied so each student has a copy to read independently.
5. Extend the writing and reading experience. Students might draw illustrations to accompany the text, or they can add this text to a collection of their writings to read and reread. Teachers often put a sheet of plastic over class charts so students can circle key words or other familiar words in the text. When they write individual texts, students can also read their texts to classmates from the author's chair. Students can take their own individual texts and copies of the class text home to share with family members.
6. Rewrite the text on sentence strips or on small strips of tagboard that students keep in envelopes. They read and sequence the sentence strips, and after they can read the sentence strips smoothly, students cut the strips into individual words. Then students arrange the words into the familiar sentence and create new sentences with the word cards. Later the word cards are added to the student's word bank. Word banks can be made from small boxes, or holes can be punched in the word cards and they can be added to a word ring.

Applications and Examples

The language experience approach is often used to create texts students can read and use as a resource for writing in a thematic unit. For example, during a science unit on ladybugs in a first- and second-grade combination class, the teacher read aloud these stories, informational books, and poems: *Ladybug* (Watts, 1987), *The Grouchy Ladybug* (Carle, 1986), *Ladybug, Ladybug* (Brown, 1988), and *The Ladybug and Other Insects* (Goldsen, 1989). With this knowledge about ladybugs, students dictated this text:

Part 1: What Ladybugs Do

Ladybugs are helper insects. They help people because they eat aphids. They make the earth pretty. They are red and they have 7 black spots. Ladybugs keep their wings under

the red wing cases. Their wings are transparent and they fly with these wings. Ladybugs love to eat aphids. They love them so much that they can eat 50 aphids in one day!

Part 2: How Ladybugs Grow

Ladybugs live on leaves in bushes and in tree trunks. They lay eggs that are sticky and yellow on a leaf. The eggs hatch and out come tiny and black larvae. They like to eat aphids, too. Next the larva becomes a pupa and then it changes into a ladybug. When the ladybugs first come out of the pupa, they are yellow but they change into red and their spots appear. Then they can fly.

Part 3: Ladybugs Are Smart

Ladybugs have a good trick so that the birds won't eat them. If a bird starts to attack, the ladybug turns over on her back and squeezes a stinky liquid from her legs. It smells terrible and makes the bird flyaway.

Each part was written on a separate sheet of chart paper. Next, the students each chose a sentence to be written on a sentence strip. Some students wrote their own sentence, and the teacher wrote sentences for other students. Then students practiced reading their sentences and read their sentences to classmates. Later they cut the sentences apart and rearranged them. Later, students used the sentences in class collaborations and individual "All About Ladybugs" books. Figure 23-1 shows how students used the words in the dictated text to read and write.

References

Ashton-Warner, s. (1965). *Teacher.* New York: Simon & Schuster.

Brown, R. (1988). *Ladybug, ladybug.* New York: Dutton.

Carle, E. (1986). *The grouchy ladybug.* New York. Harper & Row.

Goldsen, L. (1989). *The ladybug and other insects.* New York: Scholastic.

Lee, D. M., & Allen, R. V. (1963). *Learning to read through experience* (2nd ed.). New York: Meredith.

Stauffer, R. G. (1970). *Directing the reading-thinking process.* New York: Harper & Row.

Watts, B. (1987). *Ladybug.* Morristown, NJ: Silver Burdett.

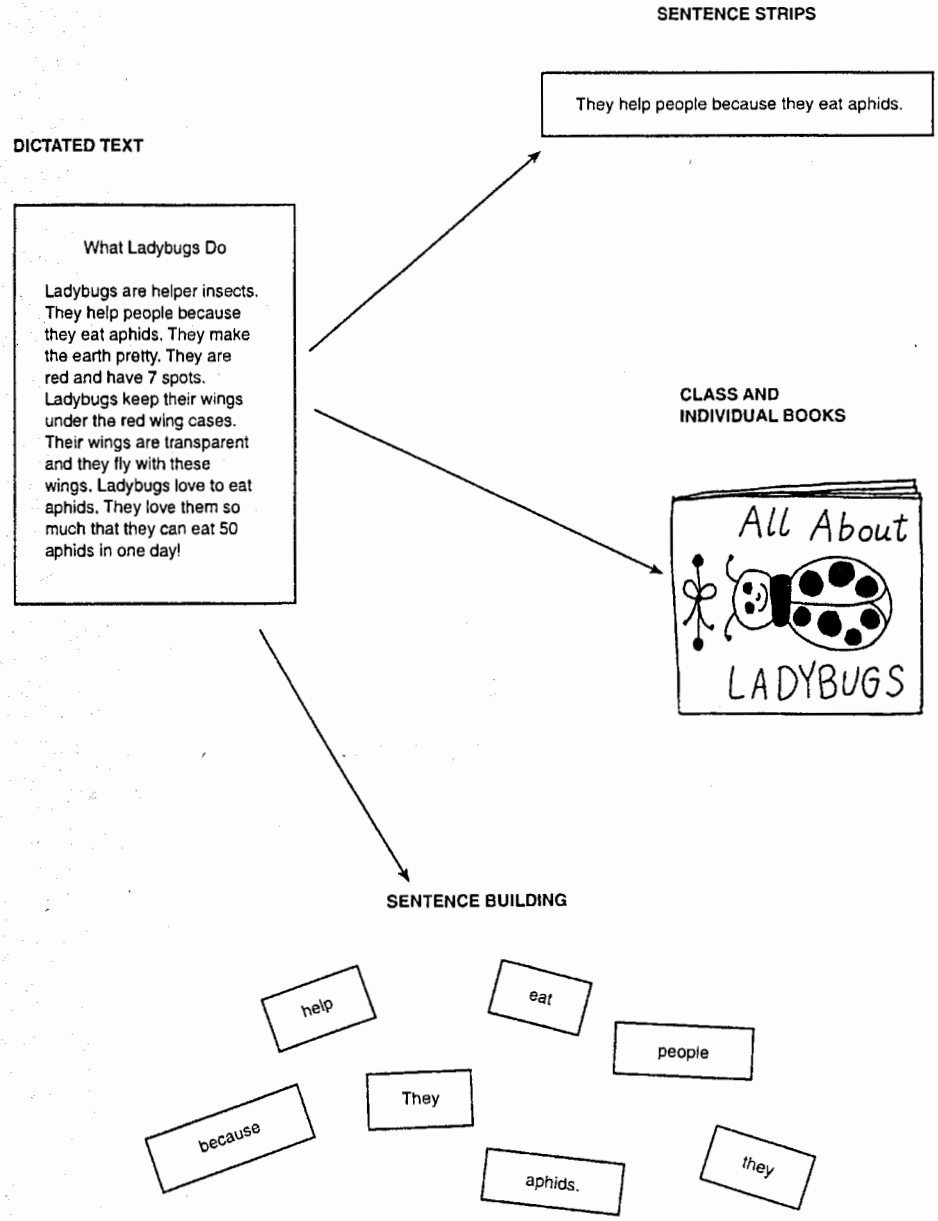


FIGURE 23–1 Ways to Use Dictated Text in Reading and Writing Activities

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

APPENDIX E:

HANDOUTS FOR SESSION 05

Suggested Guided Reading Teaching Sequence for Emergent/Early Readers

Determine the Purpose

- Select a group of children who have a similar understanding about print.
- Determine the skills and strategies the group will address during the guided reading lesson.
- Determine the teacher observations for this particular when the guided reading group will work together.

Select the Text

- The text must offer enough supportive features for the children to be successful.
- The text must offer opportunities to apply known strategies.
- The text must offer teaching opportunities for needed skills and strategies.
- The text must be interesting and appealing to the children.

Set the Scene

- Discuss the key concepts in the story to draw on children's interest and background knowledge about the topic.
- Talk about the cover using the illustration to encourage predictions.
- Read the title, author, and illustrator.

Read the Text

- Reread the title page and talk about the illustration.
- "Talk" through the book, using the illustrations to prompt the conversation.
- Highlight vocabulary in context.

- Read samplings of text to confirm predictions.
- After the book talk, children read the text independently, within the group. The teacher observes and supports, if necessary.

Return to the Text

- Discuss the story with the children, inviting individual comments and opinions.
- Select teaching points based on observation of student interaction with text.
- Reread the story in pairs.

Responding to the Text

- The best response to a book is rereading the text.
- Creative responses such as writing, dramatizing or arts and craft projects may be demonstrated or facilitated.
- Encourage the children to suggest their own responses.
- Set up a response center where children may go after guided reading to respond to the story.

Adapted from unpublished Rigby handout.

Estrategia pedagógica de la lectura guiada para los niveles de lectura emergente y temprano

Determinar el objetivo

- Seleccione un grupo de estudiantes que comparta un nivel similar de conocimiento de los conceptos del texto impreso.
- Determine cuáles son las estrategias y destrezas que se van a presentar durante la sesión de Lectura Guiada.
- Determine cuáles van a ser las observaciones que se van a realizar durante la sesión de Lectura Guiada

Seleccionar un texto

- El texto debe ofrecer suficientes apoyos para que los estudiantes tengan éxito.
- El texto debe ofrecer oportunidades para que se puedan aplicar las estrategias ya conocidas.
- El texto debe ofrecer oportunidades de enseñanza para las estrategias y destrezas que necesitan atención.
- El texto debe ser interesante y atractivo para los estudiantes.

Preparar la presentación

- Discuta los conceptos básicos del cuento para relacionarlos con los intereses y el conocimiento previo de los estudiantes sobre el tema.
- Hable sobre la cubierta del libro usando las ilustraciones como apoyo para aventurar predicciones.
- Lea el título, el nombre del autor y el nombre del ilustrador.

Leer el texto

- Lea y relea la página del título y hable acerca de la ilustración.

- "Converse" a través del libro, usando las ilustraciones como apoyo y motivo de la conversación.
- Señale las palabras de vocabulario dentro del contexto significativo del texto.
- Lea segmentos o partes del texto para confirmar las predicciones.
- Después de la conversación a través del libro, los estudiantes leen el texto independientemente dentro del grupo. El/La maestro/a observa y asiste según sea necesario.

Trabajar con el texto

- Discuta el cuento o texto con los estudiantes, invitando aportaciones y comentarios individuales.
- Seleccione las áreas de enseñanza, basándose en las observaciones de la interacción de los niños/as con el texto.
- Releer el libro en parejas.

Responder a la lectura del texto

- La mejor respuesta a la lectura del texto es releerlo de nuevo.
- También se pueden demostrar respuestas creativas, tales como: escritura, dramatización o artes manuales.
- Anime a los estudiantes para que sugieran sus propias respuestas.
- Prepare un centro de respuestas donde los estudiantes puedan ir después de las sesiones de Lectura Guiada.

Compartir las respuestas

- Establezca oportunidades para compartir las respuestas a la lectura.
- La presentación de respuestas promueve el desarrollo oral del lenguaje y las destrezas de presentación.
- Anime a los estudiantes para que sugieran formas diferentes de compartir con los demás.
- El compartir respuestas originales y creativas fomenta el desarrollo de la autoestima y confianza en sí mismo para cada estudiante.

Adapted from unpublished Rigby handout.

Guided Reading

Teachers use guided reading to read a book with a small group of students who read at approximately the same reading level (Clay, 1991). They select a book that students can read at their instructional level, with approximately 90-94% accuracy. Teachers use the reading process and support students' reading and their use of reading strategies during guided reading (Depree & Iversen, 1996; Fountas & Pinnell, 1996). Students do the actual reading themselves, and they usually read silently at their own pace through the entire book. Emergent readers often mumble the words softly as they read, and this helps the teacher keep track of students' reading and the strategies they are using. Guided reading is not round-robin reading, in which students take turns reading pages aloud to the group.

During guided reading, students read books that they have not read before. Emergent readers usually read small picture books at one sitting, but older students who are reading longer chapter books take several days to several weeks to read their books.

Step By Step

The steps in guided reading are:

1. Choose an appropriate book for the small group of students. The students should be able to read the book with 90-94% accuracy. Teachers collect copies of the book for each student in the group.
2. Introduce the book to the group by showing the cover, reading the title and author, and activating students' prior knowledge on a topic related to the book. Teachers often use key vocabulary as they talk about the book, but they don't use vocabulary flash cards to drill students on new words before reading. Students also "picture walk" through the book, looking at the illustrations and talking about them.
3. Have students read the book independently, and provide support to students with decoding and reading strategies as needed. Students either read silently or "mumble"-read softly. Teachers observe students as they read and assess their use of word-identification and comprehension strategies. They help individual students decode unfamiliar words, deal with unfamiliar sentence structures, and comprehend ideas presented in the text whenever assistance is required.
4. Provide opportunities for students to respond to the book. They talk about the book, ask questions, and relate it to others they have read, as in a grand conversation.

5. Involve students in one or two exploring activities, such as:
    - teach a phonics concept, word-identification skill, or reading strategy
    - .review vocabulary words
    - examine an element of story structure
6. Place the book in a book basket or in the classroom library so that students can reread the book independently during reading workshop.

References

Clay, M. M. (1991). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Depree, H., & Iversen, S. (1996). *Early literacy in the classroom: A new standard for young readers.* Bothell, WA: Wright Group.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Greene, I. (1994). *Where's little mole?* Glenview, IL: Good Year Books.

Sachar, L. (1978). *Sideways stories from Wayside School.* New York: Avon Books.

Sachar, L. (1993). *Wayside School is falling down.* New York: Avon Books.

Tompkins, G. E. (1997). *Literacy for the twenty-first century: A balanced approach.* Upper Saddle River, NJ: Merrill/Prentice Hall.

APPENDIX F:

HANDOUTS FOR SESSION 06

Independent Reading & Writing

Independent Reading. Reading independently provides opportunities for students to practice the behaviors modeled in previous reading experiences. When students read independently, they assume control and responsibility for reading with little or no assistance. Independent readers practice using appropriate strategies and demonstrate comprehension.

In a bilingual classroom, the teacher provides daily opportunities for students to develop fluency in their first language. Students enjoy Spanish/English literature as they read independently in self-selected texts, guided reading selections, or reading workstation materials.

Independent Writing. Writing independently provides opportunities for students to practice the behaviors modeled in previous writing experiences and across the curriculum. Independent writing involves having the students assume control and responsibility for writing with little or no assistance. During independent writing students may write a variety of different genres including stories, letters, lists, retellings, math or science logs, or journal writing. Approximate spellings are encouraged during independent writing; however, published writing must be edited to include mostly conventional spellings and appropriate handwriting.

Modeling the Strategies

- Choice. Teacher facilitates some guidelines for choosing a book: easy to read-difficult to read, interesting-boring, familiar-unfamiliar.
- Time. Teacher explains that Sustained Silent Reading (SSR) time is to be used only for reading.
- Sharing. Teacher allows students to share their impressions of books with peers, the teacher and wider audiences.
- Journaling. Students write about what they read – reactions, questions. Teacher writes back to students, responding to their comments, fostering further responses and thought.

APPENDIX G:

HANDOUTS FOR SESSION 07

Story Retelling

Teachers use story retelling to assess students' comprehension of a story (Gambrell, Pfeiffer, & Wilson, 1985; Morrow, 1985). Students retell the story orally or in writing, and oral story retelling is especially useful with emergent readers. Teachers ask students to retell the story in their own words. Sometimes the teacher invites students to use puppets, small objects, or flannel board pieces, turns the pages through a picture book, or uses story boards to prompt the student. Students retell everything they remember about a story; afterwards the teacher asks questions to prompt the student's memory, such as "What else can you remember?" and "What happened next?" As students retell the story, the teacher takes notes to analyze how many ideas the student has remembered.

When students retell stories in writing, they make small books and write the beginning on one page, the middle on one or more pages, and the end on another page. They write the story in their own words and draw pictures to accompany their words. Figure 45-1 shows a first grader's beginning page of a retelling of *Katy No-Pocket* (Payne, 1969), the story of kangaroo who doesn't have a pocket and has to find another way to carry her joey. As students retell stories orally or in writing, they organize story information and events, develop fluency in composing stories, and reinforce their concept of story.

FIGURE 45–1 The First Page of a First Grader's Written Retelling of *Katy No-Pocket*

Step By Step

The steps in story retelling are:

1. Prepare a story retelling guide (similar to the one modeled in Figure 45-2) to use in recording and analyzing the ideas that students recall. Teachers can customize the retelling guide by listing the main ideas and details from the story in the center section.
2. Read a story with students and provide a variety of activities in which students discuss and explore the story.
3. Ask students to retell the story orally or in writing. Have manipulative materials such as puppets, objects related to the book, story boards, or a copy of the book available for students to use as they retell the story. Story retelling activities can be done individually or in small groups.
4. If students have difficulty retelling the story, prompt them by asking one or more of these questions:
    - How did the story begin? Who was the story about? What happened at the beginning? When did the story happen? Where did the story happen? What happened next? What did __ do next? How did the story end? (Morrow, 1985)

These prompts can be used when students retell stories orally or in writing.

5. Mark the story retelling guide as students retell stories orally or when reading students' written retellings. On the black-line master, teachers make notes about the students' unaided retelling in the column on the left side and add the student's prompted responses in the right column. Then they analyze students' retelling and determine how many ideas the students recalled in the beginning, middle, and end of the story. Teachers track students' retellings and document their progress.

Applications and Examples

Teachers can customize the story retelling guide by making a list of the main ideas and details of a story. It is useful to divide the story in segments to organize the retelling, and the three parts-beginning, middle, and end-work well for most stories. A first-grade teacher identified these ideas for *Hey; Al* (Yorinks, 1986):

Beginning:	Al was a janitor. His dog was named Eddie. They lived in a small city apartment. They worked hard. A bird offered Al an easy life.
Middle:	Al and Eddie went with the bird. The bird flew them to a paradise island.

They ate and swam.
They had it good.
They started to turn into birds.
They wanted to go home.

End: They started to fly back home.
AI made it back to the city.
Eddie fell into the sea.
AI was heartbroken.
Eddie was able to swim back home.
AI was so happy to see Eddie.
They learned to make their own happiness.

Then the teacher made a story retelling guide and listed these ideas, as shown in Figure 45-2. The teacher checked off the ideas that students recalled without prompting in the left column; in the right column the teacher noted which ideas students recalled with prompting. Later the teacher analyzed students' retelling of the story.

Story Retelling Guide for *Hey, Al*

Student _____ Date _____

Unaided Retelling		Prompted Retelling
	Al was a janitor. His dog was named Eddie. They lived in a small city apartment. They worked hard. A bird offered Al an easy life.	
	Al and Eddie went with the bird. The bird flew them to a paradise island. They ate and swam. They had it good. They started to turn into birds. They wanted to go home.	
	They started to fly back home. Al made it back to the city. Eddie fell into the sea. Al was heartbroken. Eddie was able to swim back home. Al was so happy to see Eddie. They learned to make their own happiness.	

FIGURE 45–2 A First-Grade Story Retelling Guide

References

Gambrell, L. B., Pfeiffer, W., & Wilson, R. (1985). The effect of retelling upon reading comprehension and recall of text information. *Journal of Educational Research,* 78, 216-220.

Morrow, L. M. (1985). Retelling stories. A strategy for improving children's comprehension, concept of story structure, and oral language complexity. *Elementary School Journal,* 85,647-661.

Payne, E. (1969). *Katy No-Pocket.* Boston: Houghton Mifflin.

Yorinks, A. (1986). *Hey, Al.* New York: Farrar, Straus, & Giroux.

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

APPENDIX H:

HANDOUTS FOR SESSION 08

Mini-lessons

Teachers teach focused lessons called mini-lessons on literacy procedures, concepts, strategies, and skills (Atwell, 1987; Calkins, 1994). Examples of literacy procedures include how to make a puppet or how to write an entry in a reading log, and literacy concepts include sharing information about an author or teaching about homophones. Examples of skills are using commas in a series and using an index to locate information in a nonfiction book; examples of strategies are visualizing, making connections to one's own life during reading, and making a cluster before writing. In these lessons, teachers introduce or review a topic and connect the topic to the reading or writing students are involved in. Mini-lessons usually last 15 to 30 minutes, and sometimes teachers extend the lesson over several days as students explore the topic or apply it in their reading and writing activities. Teachers present mini-lessons to the whole class or to small groups, depending on students' needs. The best time to teach a mini-lesson is when students will have immediate opportunities to apply what they are learning.

Step By Step

The steps in conducting a mini-lesson are:

1. Introduce the procedure, concept, strategy, or skill. Teachers share examples using books students are reading or students' own writing projects.
2. Demonstrate the topic or provide information and additional examples about the topic, making connections to students' reading or writing.
3. Involve students in opportunities to practice the procedure, concept, strategy, or skill. Through practice activities, students bring together the information and examples presented earlier.
4. Have students make notes about the topic on a poster to be displayed in the classroom or in language arts notebooks.
5. Ask students to reflect or speculate on how they can use this information in their reading and writing. Then provide additional opportunities for students to use the procedure, concept, strategy, or skill they are learning in meaningful ways.

Applications and Examples

Teachers teach mini-lessons on a wide variety of literacy procedures, concepts, skills, and strategies. Figure 27-1 shows how teachers use the five steps to teach three different mini-lessons. The first example is a mini-lesson to teach second graders about the *-ing*

inflectional ending; the second is to teach fourth graders about how to make open-mind portraits of characters; and the third mini-lesson is a review of homophones for sixth graders.

	-ing Inflectional Ending	Open-Mind Portraits	Homophones
1. *Introduction*	Introduce *-ing* as an inflectional ending and have students "read the classroom" to locate examples of words with *-ing* endings. Have students write these words on a chart.	Introduce open-mind portraits as an activity to help students think more deeply about a character in a book they are reading, and show a sample open-mind portrait of a character from a book that students have read.	Review homophones. Explain that homophones are words that sound alike but are spelled differently. Use *there–their–they're* and *pair–pear* as examples.
2. *Examples*	Reread the word chart with students and add more words from books students are reading. Have students circle the root or main word in each word. Explain that the final consonant in short-vowel words (e.g., *swim*) is doubled before adding the ending.	Demonstrate how to make an open-mind portrait for a character in a book students are reading.	Have students brainstorm a list of homophones, particularly those that confuse them. Also, encourage students to share their mnemonic devices for remembering when to use each word.
3. *Practice*	Have students practice locating, reading, and writing *-ing* words in literacy centers. Students locate *-ing* words on interactive charts, form *-ing* words with magnetic letters, and write *-ing* words on dry-erase boards.	Review the steps in the procedure, and have students each make an open-mind portrait of the same character or a different character in the book students are reading.	Have students review their rough drafts that have been edited to locate the homophone errors that they make. Have students compile a list of those that they make most often.
4. *Note-making*	Have students write little books of *-ing* words and draw circles around the root word.	Have students participate in making a class chart on the steps in making an open-mind portrait that they can refer to when making other portraits. Use interactive writing to write the chart.	Have students each make a chart that they can use to avoid making homophone errors when they write.
5. *Reflection*	After several days, have students reread books they have written recently and locate *-ing* words they have written.	Have students share their open-mind portraits with classmates and talk about how this activity helped them to think more deeply about the characters in the book they were reading.	After a week or two, have students check their writing for homophone errors and then quickwrite to reflect on whether or not they are continuing to make homophone errors.

FIGURE 27–1 Steps in Teaching Three Minilessons

References

Atwell, N. (1987). *In the middle: Writing, reading, and thinking with adolescents.* Portsmouth, NH: Heinemann/Boynton/Cook.

Calkins, L. M. (1994). *The art of teaching writing* (2nd ed.). Portsmouth, NH: Heinemann.

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

Venn Diagrams

Venn diagrams have two (or more) overlapping circles, and students use these charts to compare and contrast topics. Students write and draw the differences in the parts of the circles that do not overlap and write and draw the similarities in the overlapping section. Sometimes teachers draw large Venn diagrams on chart paper and have the class work together to add the similarities and differences; otherwise, students work individually or in small groups to make Venn diagrams on construction paper. To save the time involved in carefully drawing and overlapping the circles to make a Venn diagram, teachers often use pizza pans as patterns to draw Venn diagrams on sheets of poster board and then laminate the sheets. Students use water-based pens designed for overhead projector transparencies to write on the laminated Venn diagrams, and they can be used over and over.

Venn diagrams are useful because they help students think more deeply and analytically about what they are reading and learning. For example, during a literature focus unit, students can compare and contrast two characters or compare the book and video versions of a book using a Venn diagram. Making a Venn diagram may complete the activity, or making the diagram may serve as prewriting for a writing activity.

Step By Step

The steps in making a Venn diagram are:

1. Discuss the similarities and differences between two topics with students. Some topics have more similarities, and others have more differences. Teachers think about the comparisons and contrasts ahead of time so that they can support students in their thinking. Teachers often ask questions to help students make the comparisons and contrasts.

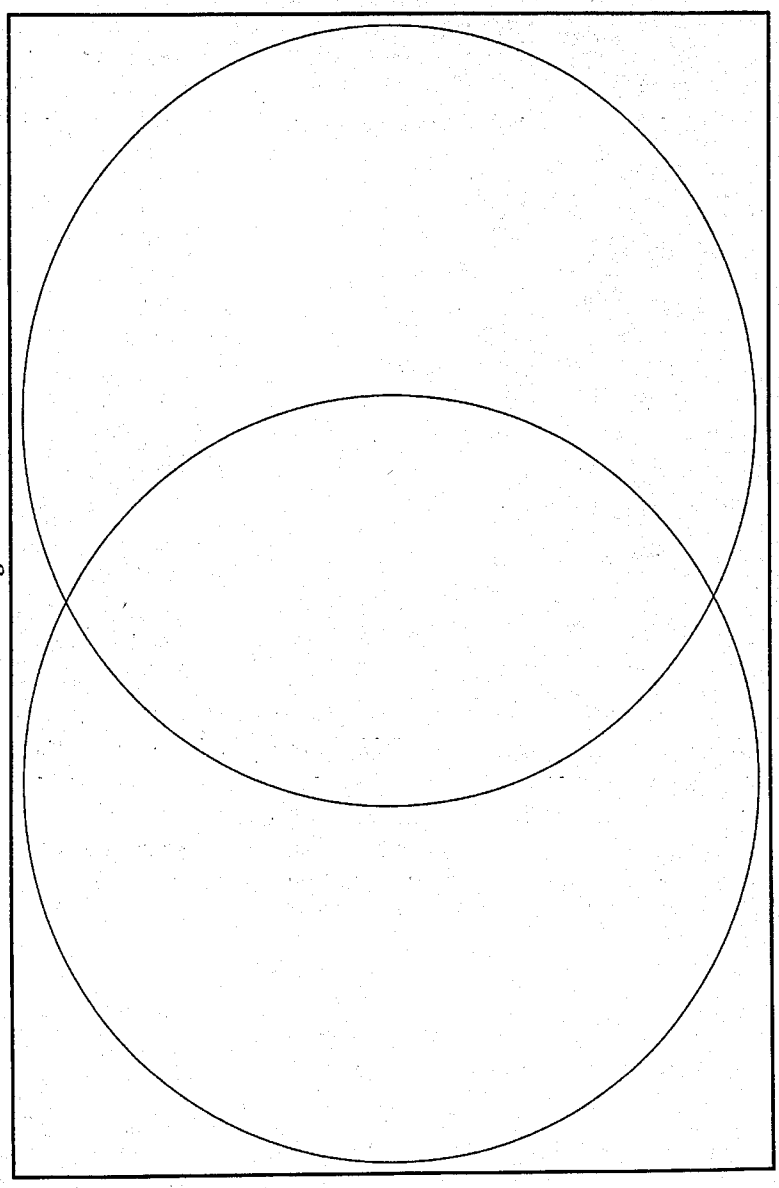
2. Draw a Venn diagram on a sheet of butcher paper, a sheet of poster board, or on sheets of construction paper and label the two circles with the names of the topics. Sometimes teachers add pictures along with the labels. Or teachers can make copies of the black-line master on page 135.

3. Have students write words and phrases and draw pictures representing the differences between the two topics in the outer parts of the two circles. Then have students write and draw about the similarities in the overlapping part of the circles.

4. Summarize the information presented on the Venn diagram, and support students in interpreting the information.

5. Post the completed Venn diagram in the classroom and use the information on the chart for other activities. For example, students can use information from the Venn diagram in writing a comparison-contrast essay or an opinion essay.

Venn Diagram



Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, N.J: Prentice-Hall, Inc.

Word Walls

Word walls are large sheets of butcher paper on which students and the teacher write interesting, confusing, and important words from stories, informational books, and textbooks they are reading (Tompkins, 1997). Students refer to the words on the word wall for writing activities and for word-study activities. A fourth-grade class's word wall for Sarah, Plain and Tall (MacLachlan, 1983) included these words:

Papa	Anna	Caleb	prairie
hearthstones	hollow	slab	dough
troublesome	homely	holler	horrid
wretched	patches	cruel	widened
feisty	rascal	crowding	harshly
eagerly	housekeeper	shuffling	energetic
mild mannered	pesky	offshore	dunes
fogbound	preacher	blue flax	pitchfork
Indian paintbrush	suspenders	wild-eyed	nip
gophers	woodchuck	chores	shoveled
stalls	bonnet	windbreak	smoothing
roamer	conch shell	oyster	Sarah
paddock	wooly ragwort	whooped	slippery
coarse	shovel	mica	carpenter
biscuits	tumbleweeds	collapsed	squall
treaded (water)	longing	colored pencils	ayuh

Other word walls can be developed for social studies and science thematic units. A kindergarten or first-grade word wall on plants might include these key words: *seeds, flowers, stem, trees, cactus, roots, sunshine, water, soil, leaves,* and *grow.* Teachers prepare separate word walls for different curricular areas so that students will categorize the words more easily. If words related to a literature focus unit on *Sarah, Plain and Tall* and words related to a thematic unit on machines are mixed together, for example, students may become confused.

Step By Step

The steps in using a word wall are:

1. Hang a long sheet of butcher paper on a blank wall in the classroom and title it "Word Wall."
2. Introduce the word wall and write several key words on it during preparing activities before reading.

3. After reading a picture book or after reading each chapter of a chapter book, have students suggest other "important" words for the word wall. Students and the teacher write the words on the butcher paper, making sure to write large enough so that most students can see the word. If a word is misspelled, it should be corrected because students will be reading and using the word in various activities. Sometimes the teacher adds a small picture or writes a synonym for a difficult word, puts a box around the root word, or writes the plural form or other related words nearby.
4. Use the words for a variety of activities, and expect students to spell the words correctly. During literature focus units, students refer to the word wall when they are building words, writing in reading logs, doing word sorts, or working on projects. During thematic units, students use the word wall in similar ways.
5. Transfer the words from the word wall to word cards at the end of the literature focus unit or thematic unit. Teachers can write the words on index cards, sentence strips, or small sheets of decorated paper that coordinate with the topic of the unit. Then punch holes in one corner of the cards and use metal rings or yarn to make a booklet. Place the word booklets in the writing center for students to refer to as needed.

Applications and Examples

For kindergartners and other emergent readers, teachers often write key words on small cards and place them in a pocket chart instead of writing the words on a word wall. When the words are written on cards, students can match the words to objects and pictures and use them for other activities.

For a literature focus unit on *Rosie's Walk* (Hutchins, 1968), for example, key words might include *Rosie, hen, fox, farm, rake, bees, wagon, mill,* and *flour.*

A second type of word wall for high-frequency words is used in primary-grade classrooms. Teachers post large sheets of construction paper, one for each letter of the alphabet, on a wall of the classroom, and then post high-frequency words such as *the, is, are, you, what,* and *to* as they are introduced (Cunningham, 1995). Figure 49-1 shows a sheet of A words developed in a first-grade classroom. Students also added small picture cards with other interesting words. This word wall remains on display, and additional words are added throughout the year. In kindergarten classrooms, teachers begin the school year by having students write their names on the wall chart and add common environmental print, such as K-Mart and McDonald's. Later in the year, they add words such as *I, love, the, you, Mom, Dad, good,* and other words that students want to be able to read and write.

References

Cunningham, P. M. (1995). *Phonics they use: Words for reading and writing* (2nd ed.). New York: HarperCollins.

Hutchins, P. (1968). *Rosie's walk.* New York: Macmillan.

MacLachlan, P. (1983). *Sarah, plain and tall.* New York: Harper & Row.

Tompkins, G. E. (1997). *Literacy for the twenty-first century: A balanced approach.* Upper Saddle River, NJ. Merrill/Prentice Hall.

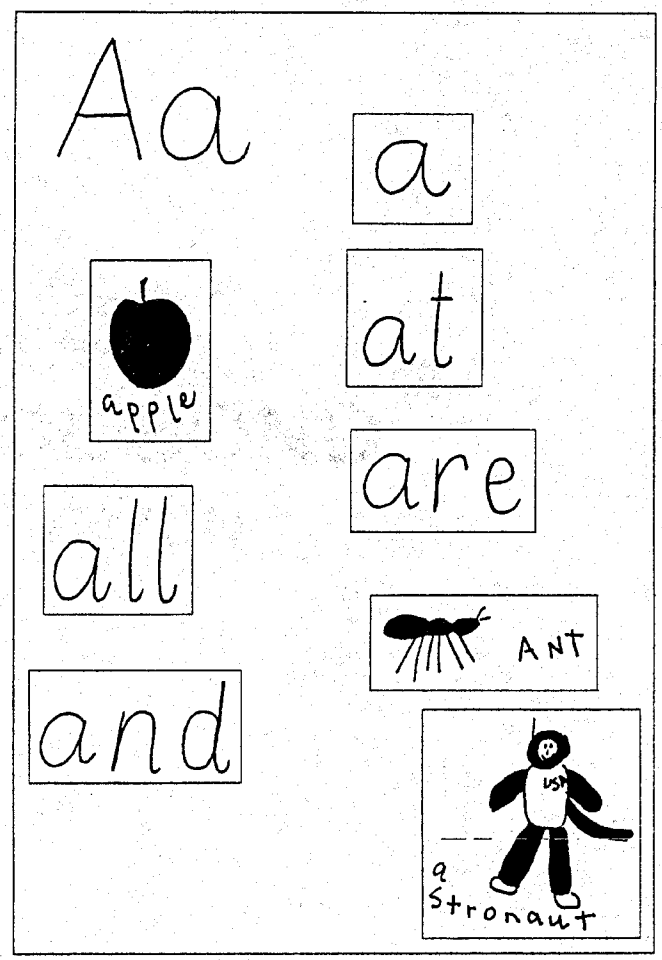


FIGURE 49–1 The "A" Page From a First-Grade Word Wall of High-Frequency Words

Adapted from: Tompkins, G. E. (1998). 50 Literacy Strategies: Step by Step. Upper Saddle River, NJ: Prentice-Hall, Inc.

APPENDIX I:

HANDOUTS FOR SESSION 09

What is Authentic Assessment?

As teachers there is a constant pressure to prove that students are learning. Traditionally, students have been subjected to a variety of national and state tests that assess reading performance based on a single administration. However, the standardized test does not reflect students' ability to utilize reading, writing, and thinking in real-life situations, including school. Most of us are familiar with this kind of assessment, but as teachers we need to understand and be able to explain what the standardized test scores of our students mean. If we are fully aware of the limitations of standardized test and of the incongruity between the tests' content and its purpose, especially when we are working with ELL, we will be less intimidated by standardized scores and better able to put them in proper perspective (O'Donnell & Wood, 1999).

As bilingual teachers we need to choose or design assessment procedures that reflect our philosophies and instructional approaches in dealing with two languages at the same time. Professional educators and researchers (Tompkins, 1998b; O'Donnell & Wood, 1999; Pérez & Torres-Guzmán, 1996) have considered several kinds of informal assessments, including tests and observations that are designed to provide useful information about students' reading performance and learning processes. Informal-Reading-Inventory, and Authentic Assessment are two of the informal assessments that provide diagnostic and progressive information about students' literacy growth.

> Teachers who engage in authentic or naturalistic assessment often use the following forms of documentation: running records of oral reading, records of books completed, reading response/dialogue journals, anecdotal records from conferences, inventories of reading habits and attitudes, and periodically taped samples of oral reading. Teachers collect this information and develop individual literacy Portfolios (O'Donnell & Wood, 1999, p. 288).

A "Working Portfolio" is a collection of students' best work. Teachers select the samples representative of the students' work, which can be extended each year, eventually becoming the students' own personal record of academic growth. The kinds of materials collected for the portfolio include: a collection of best informal assessments, notes that the teacher has taken during observations, records of completed projects, a selection of samples of student work, and student reflections on their work. The teacher collects these forms of documentation and keeps them in a file called "Student Portfolio" (O'Donnell & Wood, 1999).

Step By Step

- Teacher describes how students will be assessed for the thematic unit and what items they will need to collect for their portfolios.
- Teacher explains how s/he planned the activities, assignments and projects for the assessment of the theme unit while planning the curriculum.
- Teacher presents a checklist of artifacts that students have to collect over the period of the theme.
- Teacher explains students how they will be assessed at the beginning of the theme unit.
- Teacher and students discuss the activities, assignments and projects they will collect for their Portfolios. Students will be assessed according to the quality of these artifacts.
- Teacher explains how s/he plans to meet with small groups of students after they complete an assignment or project to monitor their progress, to set goals and to help students to solve problems.

Applications and Examples

At the beginning of the unit students will receive a copy of an Assignment Checklist. As they complete the assignments they will check them off. At the end of the unit I will collect them to grade their work (see sample Assignment Checklist below).

Assignment Checklist (from the Thematic Unit "Who Am I?"

- ☐ Take "Me box" letter home.
- ☐ Make a "Me" box.
- ☐ Share a "Me" box with classmates.
- ☐ Make a journal with four pages.
- ☐ Make ten word cards and read them.
- ☐ Make an "All About Me" book with 8 pages.

References

O'Donnell, M. P. & Wood, M. (1999). *Becoming a reader: A developmental approach to reading instruction.* Needham Heights, MA: Allyn & Bacon.

Tompkins, G. E. (1998b). *Language arts: content and teaching strategies.* Upper Saddle River, NJ: Prentice-Hall, Inc.

Pérez, B., & Torres-Guzmán, M.E. (1996). *Learning in two worlds: An integrated Spanish/ English biliteracy approach.* White Plains, NY: Longman Publishers.

APPENDIX J:

HANDOUTS FOR SESSION 10

Certificate of Achievement

This certificate is awarded to

Name of Recipient

For completing the Professional Development Seminar

Effective Bilingual Practices for Early Childhood Reading and Language Arts

Des Moines, IA, Spring 2002.

Priscila Palomino de Piper, Instructor — Date

Director, Department of Professional Development — Date