



**I**t takes a village to raise a child.

African Proverb

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### What is Dual Language Immersion?

Dual Language Programs use two languages to teach students content and literacy.

### What Content do they Learn?

Students are exposed to the same Standards and Academic Content as students in general education classrooms.

### What does a Dual Language Class look like?

Usually 50% of the children speak the target language (English in America) and 50% speak a foreign language (Spanish in many schools in the U.S). Children learn to read, write, listen and speak in two languages.

### Wouldn't this impact students negatively?

Not at all! Dual Language Programs are considered to be **additive approaches** to learning a second language. In other words, they help to protect the first language of the child. There are several programs where children learn English but lose their native language. Dual Language Programs help children strengthen their own language as they learn a second language.

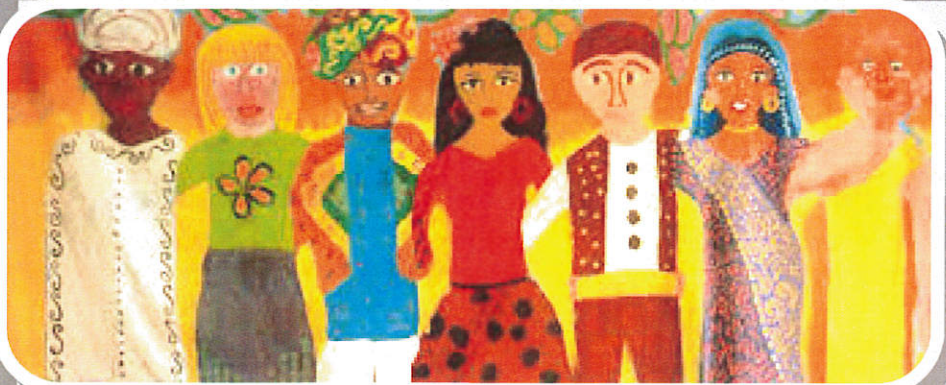
## Dual Language Approach to Learning a Second Language

### What are some of the Advantages of a Dual Language Program?

- Students develop a healthy respect and appreciation for each other's cultures
- They become proficient in two languages.
- They perform competitively on standardized testing.
- They develop higher order thinking skills
- They are better prepared to compete in a global world.



# WRITING - As You Plan!



Over the past four months, the Bilingual Department has held several workshops aimed at providing support to teachers in the area of writing. These workshops focused on the different genres of writing identified in the Common Core: Writing to Entertain (Narratives and Poetry); Writing to Inform (Process Writing, Cause/Effect, Compare/Contrast); Writing to Persuade (Persuasive/Argumentative Essays, Speeches, Debates). As you begin to plan for the next academic year, think about:

## Narratives:

Teach each component separately

- Setting
- Character
- Plot
- Conflict
- Dialogue (Put 'said' to bed)
- Creative Beginnings
- Creative Endings

## Use Movies for Visual Support

Use several writing samples so that students have an idea of what their final product should look like

Use a variety of Graphic Organizers for planning

Use a Writer's Checklist that you have developed along with students

Use the District Rubric for Scoring

## Persuasive Writing:

Teach each component separately:

- The Hook (How do you create one?)
- Five Paragraph Essay (The Introduction, Three Reasons, The Conclusion)
- Persuasive Strategies (Rhetorical Questions, Use of Statistics, Professional Sources/Endorsements, Understatement, Overstatement, Sarcasm, Repetition, Examples, Scenarios)

Use Commercials that demonstrate clear persuasive strategies

Use several writing samples so that students have an idea of what their final product should look like

Use Graphic Organizers for Planning

Use a Writer's Checklist that you have developed along with students

Use the District Rubric for Scoring



## Poetry:

Teach Poetry with Songs— Many Songs are poems accompanied by music

Teach Academic Vocabulary:

(For Example)

- Stanza
- Rhyme (Scheme/Pattern)
- Rhythm
- Couplet
- Quatrain

Teach How to Read and Enjoy a Poem

Teach How to Analyze a Poem— Literal and Figurative Meanings

Teach Literary Techniques

(For Example)

- Simile, Metaphor, Personification, Onomatopoeia, Alliteration etc.
- Mood and Tone

Teach Types of Poems

Build Relationships

At the Poetry Workshop one of our Past English Learners paid us a visit and shared

with us, what was most important to his success as a learner – **RELATIONSHIPS.** George Varney spoke about his life as he relocated to America from Liberia and how it was the bond that he shared with his teachers that made the difference in his life. And contributed most to his learning.



Create a team of student editors that can help to support your writing program!



# G

## LIMPSES- 2015-2016



A Picture is Worth a Thousand Words!





# *We are the Urgency of Now*



**A Picture is Worth a Thousand Words!**





# ELLs At Their Best!

## The Broken Tree

By Keila C.

(First Year Exit- Grade 5)

Carmen felt guilty waking up late. She pulled back her brunette hair that reflected the sun.

The pine tree looked like it was struck by lightning. The scent of pinecones filled the early sky. The clear crystal pool of water had branches floating in it. Carmen couldn't see her mom outside in the yard where the tree had fallen. Boom! Bang! A storm was coming.

"Mama, adonde estas?" Carmen shouted. Boom! The storm was getting furious. She began to panic as she looked for her mother. She had no choice. She ran as fast as her legs could carry her. She first started looking in her back yard. Still no sign of mom!

Carmen's wet hair blew behind her. Maybe mom was in front of the house. She ran to the front of the house. Rain piled on the sidewalk. Still no sign of her mom. Carmen heard a sound. It was a car. In fact, it was a grey Toyota. It was her mom's car.

"Mama, is that you?" Carmen cried.

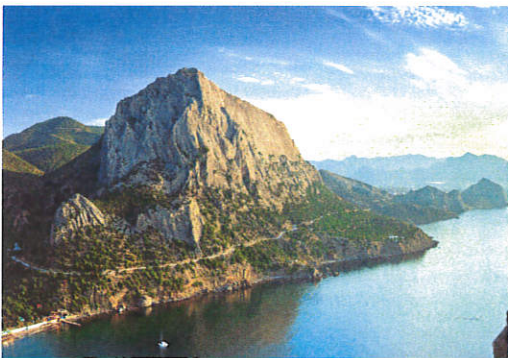
A woman got out of the car. She was taking out groceries. It was..."Mama!" Carmen cheered. She ran to her mom and felt her mom's wet, blue, silk, shirt. "Te amo mami," she told her mom.

"Me too," Carmen's mom replied.

"Cut! Wow! That was a good scene! Take five every one," bellowed the director.



Intelligence, plus character- that is the goal of true education. Dr. Martin Luther King Jr.



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ESL Teacher

Free Verse Poetry

### The Mountain by the Ocean

By Andrea I.

(First Year Exit- Grade 5)

The Mountain by the Sea

The coast is where I live

It's all I've ever known

The fact that I'm a water guy,

That I've always shown

The mountain always seems to touch

The sky when you are hiking on them. Time never flies by

All you feel is your sweat as

You reach the top of the mountain by the ocean.

Cinquain Poetry

By Charrilyn M.

(First Year Exit- Grade 5)

### Dance

Moves, grooves

Popping, splitting, singing

Baila conmigo!

Bachata

