



Fall 2020

# Soleado

Promising Practices from the Field

## GLADly Going the Distance with Distance Learning

by Jessica Raugitinane—4th Grade Dual Language English and Social Studies Teacher, Mount Vernon Community School, Alexandria, VA

Covid-19 forced the world into new territory. Homes became offices, parents became home-school teachers, and teachers became students, learning how to command an in-person job through a computer screen. Truly, teachers became artists, faced with reimagining their teaching and creating newfound ways to reach every student. When redesigning my teaching, I built a foundation on social-emotional learning, equity and access, routines, and promising practices of Project GLAD®

strategies as a way to recreate familiar, positive classroom culture despite the distance.

With a global pandemic taking us all on an emotional roller coaster, helping my students navigate their own emotions within this new quarantined world became paramount. Fortunately, at the start of the closure, I learned about RULER, an evidence-based, systemic approach to social-emotional learning developed at the Yale Center for Emotional Intelligence ([www.ycei.org/ruler](http://www.ycei.org/ruler)). RULER stands for the five skills of emotional intelligence: recognizing, understanding, labeling, expressing, and regulating. The RULER online training taught the importance of developing students'

emotional literacy. Essentially, providing students with the language of emotions enables them to better identify and express their feelings. I also learned the value of asking students the simple question: "How

are you feeling?" before beginning a lesson as a way to regulate emotion and encourage more on-task behavior. Undoubtedly, helping students understand and express their emotions during these uncertain times became the

heart of my remote teaching.

To further ease the ride of the Covid-19 emotional roller coaster, establishing an equitable and accessible routine provided much-needed consistency for my students and myself. In addition to RULER, I honed in on three tips from Larry Ferlazzo's 7 Tips for Remote Teaching ([www.youtube.com/watch?v=8wS5BWPLVE&feature=youtu.be](https://www.youtube.com/watch?v=8wS5BWPLVE&feature=youtu.be)): 1) emphasize social-emotional learning, 2) minimize synchronous online meetings, and 3) keep things simple. Both RULER and Ferlazzo's advice prioritized social-emotional connections as a necessary ingredient to academic success, especially during distance learning. Ferlazzo's advice further encouraged me to deliver learning both synchronously and asynchronously in order to provide equity of access to students. And to keep things simple, I focused on teaching a unit's main concepts rather than attempting to cover a myriad of

<b>R</b>	ecognizing emotions in self and others
<b>U</b>	nderstanding the causes and consequences of emotions
<b>L</b>	abeling emotions accurately
<b>E</b>	xpressing emotions appropriately
<b>R</b>	egulating emotions effectively

Acronym for RULER developed by Yale Center for Emotional Intelligence

*Providing students with the language of emotions enables them to better identify and express their feelings.*

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# Estrategias para introducir el español como segunda lengua en Educación Infantil

por Alicia Calvo—Maestra de Lenguaje Dual en Infantil, Escuela Primaria Carl Von Linne, Escuelas Públicas de Chicago, IL

Cada vez con más frecuencia, un mayor número de escuelas que ofertan programas bilingües o duales en Estados Unidos reciben más niños y niñas que no están expuestos al español en sus hogares. Lo que comenzó construyéndose con el objetivo de atender las necesidades lingüísticas y facilitar el acceso a una educación de calidad de los estudiantes de origen latino, está ampliándose hoy día en una oportunidad para que cualquier estudiante quede expuesto a la segunda lengua más hablada del país. Muchas familias están ahora matriculando a sus hijos de edades tempranas en programas de inmersión lingüística, haciendo que una gran cantidad de maestros y maestras de educación infantil se enfrenten a un alumnado para el que no se sienten suficientemente formados.

A pesar de estas inseguridades, el aula de infantil se presenta como el lugar perfecto para la adquisición de segundas lenguas, resultando todavía más beneficioso el hecho de que nuestros alumnos compartan espacio con otros cuyo idioma es diferente al suyo propio, como es el caso de las aulas Duales Two Way. La importancia de la interacción maestra-alumno y alumno-alumno, junto con el lenguaje “motherese” (más simplificado, acompañado de gestos y tonos), el estilo de trabajo de un aula de preescolar, las teorías sobre el Periodo Crítico de Lennenerg o el Filtro Afectivo de Krashen, son algunas de las razones por las que consideramos esta primera etapa educativa como la más adecuada para introducir una segunda lengua.

Basándonos en los objetivos y contenidos recopilados en los Illinois Early Learning and Development Standards for Preschool (colores, abecedario, números 1-20, formas geométricas)

([https://www.isbe.net/Documents/early\\_learning\\_standards.pdf](https://www.isbe.net/Documents/early_learning_standards.pdf)) y nuestras propias formas de evaluación (comprensión y expresión oral), este artículo pretende compartir una serie de estrategias y materiales que se han ido recopilando a lo largo de cinco años de experiencia como maestra de

segundas lenguas en Educación Infantil, concretamente, como maestra de español en el distrito educativo de Chicago Public Schools.

En primer lugar, es importante utilizar el idioma meta (en este caso el español) en todo momento. A veces se nos olvida o, conducidos por la frustración, caemos en la tentación de traducir las instrucciones que damos en el aula, haciendo todos

los esfuerzos previos contraproducentes. En su lugar, debemos comprobar regularmente la correcta comprensión de nuestros mensajes, actuar como modelo, emplear actividades repetitivas o localizar a los alumnos que dominen ambos idiomas para realizar preguntas indirectas y sean ellos quienes lo re-expliquen a sus compañeros.

Como educadores, sabemos que en un aula de Infantil, es importante trabajar contenidos con los que los niños y niñas vayan a sentirse familiarizados, de carácter útil y cotidiano como pueden ser sus nombres, la fecha y el tiempo atmosférico. Es por ello que las rutinas se prestan como un espacio ideal en el que no sólo trabajar el idioma y la lectoescritura, sino también establecer una conexión emocional entre los alumnos y la maestra, un entorno de compañerismo y solidaridad que será también de vital importancia en el proceso de adquisición de un nuevo idioma.

Siguiendo el orden alfabético de nuestra lista de alumnos, tenemos un ayudante diario que se



Los estudiantes de Ms. Ali muestran con orgullo los libros que leen.



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encarga de saludar a todos los compañeros— ayudándose de soportes manipulativos con los nombres de todos (primero acompañados de una fotografía, más adentrado el curso escolar solamente el nombre y finalmente el nombre y el apellido). Esto nos permite trabajar con letras con las que los niños sienten algún tipo de conexión. Para ello, empleamos estructuras como “Buenos días, x”, “Hola, x”, y el compañero a quien pertenezca el nombre, contesta. Una vez hemos pasado lista, contamos cuántos niños hay en casa y agarramos el número correspondiente para colocarlo en el cartel que diga “En casa”. También contamos cuántos niños y niñas están en el salón y, finalmente, el total de alumnos presentes. El calendario también es una plataforma visual que nos ayuda a introducir vocabulario habitual en la vida fuera del aula así como el tiempo atmosférico.

Para todo ello, podemos ayudarnos de canciones. Existen muchísimos recursos audiovisuales para que niños y niñas de estas edades memoricen palabras de forma fácil: saludos, días de la semana, meses y estaciones del año, números, letras. Personalmente, las canciones recogidas en los canales Super Simple Español – Canciones Infantiles y Más (<https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ>) o Pinkfong! Kids Songs and Stories (<https://www.youtube.com/channel/UCcdwLMPsaU2ezNSJU1nFoBQ>) son mis favoritas. No debemos subestimar el poder de la música en nuestra aula, pues ayuda especialmente a estudiantes con problemas de concentración a reencontrarse en el espacio y tiempo y aportan esa seguridad emocional y ese momento de participación en actividades grupales que, quizá, los más tímidos no harían de manera individual.

Es muy importante plasmar de forma visual las expectativas y normas del aula. De gran ayuda es tomar fotos de buenos y malos ejemplos de comportamiento al que podemos referirnos diariamente frente a nuestros alumnos para redirigir sus actitudes: por ejemplo, expectativas durante la asamblea, durante los momentos de lectura

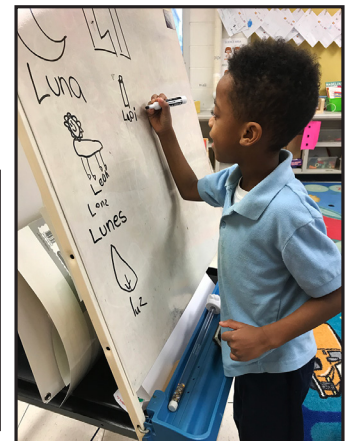
<b>lunes</b>	Presentación de la letra-sonido semanal ( <b>español</b> ). Lluvia de ideas de palabras cuyo sonido inicial es la letra a trabajar. Dibujo acompañado de su nombre. Utilizaremos la escritura conjunta para escribir cada palabra. Los niños y niñas más hábiles en escritura podrán ser los encargados de escribir por nosotros.
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independiente, y formas de emplear los materiales de las diferentes áreas.

Las rutinas deben ir progresando de la misma forma en que nuestros alumnos van madurando y asimilando las estructuras y el vocabulario, y es el lugar ideal para practicar frases de “lenguaje formulaico” como “¿me ayudas, por favor?”, “¿me amarras, por favor?”, “¿puedo ir al baño, por favor?”. De esta forma también podemos introducir preguntas sencillas junto a las cuales exponemos una estructura a emplear y diferentes opciones con las que completar las respuestas: “¿cómo te llamas?”, “me llamo...”, “¿cómo estás? ¿cómo te sientes?”, “estoy... feliz/triste/enfadado/ loco/hambriento/asustado...”, “¿cuál es tu color favorito?”, “mi color favorito es...”. Todas las opciones deben ir acompañadas de soportes visuales para facilitar su comprensión y pueden intercambiarse diariamente para evitar que los niños y niñas pierdan interés. Es decir, una vez presentadas las estructuras que empleamos, podemos hacer preguntas diferentes a cada niño en el mismo espacio. Esto nos proporciona información acerca de su nivel de comprensión de las preguntas y su atención. Al final del curso escolar, podemos llevar a cabo una pequeña entrevista a los pequeños para ver si han asimilado las estructuras aprendidas. ¡Algunos incluso nos sorprenderán con sus propias construcciones!

De forma semanal, trabajamos la lectoescritura. Apoyándonos en metodologías como Estrellita (<https://estrellita.com/>) y Jolly Phonics (<https://www.jollylearning.co.uk/>), introducimos a nuestros alumnos en lo que ahora conocemos como biliteracidad o *biliteracy*. En nuestro caso, la semana se ve de la siguiente forma:

### Programación Semanal



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# Navigating the Abrupt Shift to Online Learning: Challenges, Successes, and Recommendations

by Natalie Olague—Dual Language Education of New Mexico

As part of DLeNM's 2020 Virtual Summer Institutes, networking sessions were held to provide an avenue for DL educators to further develop the collegiality and connectedness that typically occur during a professional conference. The topic for these sessions was focused on what DL educators experienced and learned from the spring's abrupt shift to online learning. The purpose of this article is to share the information collected during these sessions in order to face the new school year armed with the collective knowledge and expertise from our DL community.

There were four two-day networking sessions with approximately 36 participants in each session. On the first day, participants were asked to share their successes and challenges with shifting to online learning. On the second day, participants were asked to brainstorm, based on their recent experience, how they would implement their DL programs in a hybrid model—with learning occurring both in person and online. Also reflected in this summary is information shared during recent DLeNM-sponsored virtual professional development.

A summary of these discussions is presented in the following table. The successes and ideas for implementing DLE in a hybrid setting are not surprising. They are consistent with what is already known about effective DL programs: it is important to create strong relationships between school personnel and students and their families. Rigorous, differentiated, and interactive lessons must be designed to include oral language practice and authentic student-to-student collaboration. A virtual format can never replace the authentic opportunities that face-to-face instruction provides, however, DL educators are committed to meeting students' needs. In addition to the challenges of remote learning, it is also important to mention that a sociopolitical movement has been awakened across our country for which DL educators, social justice advocates by definition, are primed to contribute by developing relevant curriculum in multiple languages and having courageous conversations with students about current events, social justice, human rights, and sociopolitical awareness. Together, these efforts will assist in organically moving students toward that elusive third goal of DLE—sociocultural competency.

Challenges	Successes	Ideas for Implementing DLE in a Hybrid Setting
<p>Not every student had a device and/or access to high-speed Internet services.</p>	<ul style="list-style-type: none"> <li>Many schools or districts provided:                             <ul style="list-style-type: none"> <li>devices for every student</li> <li>hotspots or hotspot locations for students without Internet access</li> <li>work packets to students who had no access to technology</li> </ul> </li> <li>School support staff followed up with students who did not regularly attend synchronous sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop systems to ensure that every student has access to online learning.</li> <li>Continually follow-up with students.</li> <li>Work packets for at-home learning to be used sparingly as they are least effective for student learning, especially DLE.</li> </ul>
<p>Different levels of family engagement and communication</p> <ul style="list-style-type: none"> <li>Parents working.</li> <li>Trying to manage several children with online learning demands.</li> <li>Not able to contact some families (e.g., family members sick, language barriers, invalid contact information, traveling to Mexico, running out of cell-phone data).</li> <li>Parents overwhelmed with unfamiliar technology tools being used for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Deepening relationships with students and families led to increased parent interactions, communication, and engagement.</li> <li>Better, more authentic sociocultural connections.</li> <li>Honoring family's decisions to not participate</li> <li>Synchronous sessions (live teaching) focused on family and student social-emotional learning provided human connection.</li> <li>Using apps like Class Dojo, TalkingPoints or Remind, as well as recording videos to communicate with families in both program languages, using their translation features if needed.</li> <li>Developing a group Facebook page to engage parents and students with videos and resources in both languages.</li> <li>Being flexible to meet families and students' specific needs (e.g., students calling in to synchronous class meetings when they were traveling).</li> </ul>	<ul style="list-style-type: none"> <li>Initial "live teaching" (synchronous sessions or in-person) should focus on developing relationships with families and students (e.g., virtual home visits, personal phone calls, calming routines, get-to-know-you activities, team building games). Discussions should center on listening to families and students. Dehumanizing electronic surveys should be avoided.</li> <li>Systems developed at all levels (district, school, classroom) for accessible technology training for families using a variety of methods (e.g., pre-recorded "how-to" videos with screenshots, help desk, Facebook page) in home languages.</li> <li>Develop innovative solutions in all home languages for specific needs (e.g., a Saturday "help hour" manned by rotating grade-level teachers who are compensated, partnering with childcare providers/locations for monitored online learning that follow health safety guidelines, providing resources for families dealing with illness).</li> </ul>

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Challenges	Successes	Ideas for Implementing DLE in a Hybrid Setting
<p>Different levels of student motivation and engagement</p> <ul style="list-style-type: none"> <li>Exacerbated when participation was optional or when no grades were being given, for primary age students or for students with special needs.</li> <li>Students overwhelmed with unfamiliar technology.</li> <li>High levels of student stress and anxiety.</li> <li>Broadcasted lessons on the local PBS channel did not engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, students were more engaged in synchronous sessions (live teaching) than in turning in asynchronous assignments.</li> <li>Synchronous sessions with small groups of students—one-on-one, especially for primary students and students with special needs.</li> <li>Unstructured time for students to connect.</li> <li>Synchronous sessions focused on engaging, student-centered content (e.g., music, virtual field trips, virtual art classes, science topics, guest speakers, art challenges, dance parties, teacher pie-in-the-face, dress up days).</li> <li>Parallel work time—a Google Meet session for students to work on their Google Doc assignment at the same time, with teacher available to support individuals if needed. This provided a sense of connection and community.</li> <li>Flexibility to meet students' specific needs (e.g., recording live teaching sessions so a working HS student could watch later).</li> </ul>	<ul style="list-style-type: none"> <li>Upfront, clearly defined, and continuously revised norms and expectations developed with students and their families.</li> <li>All live-teaching sessions (synchronous or in person) are recorded for students to access if they can't participate live.</li> <li>In-person direct teaching sessions should be streamed to students learning remotely at home.</li> <li>Synchronous or in person teaching should include a component of social-emotional learning.</li> <li>Focus on all students being able to use online learning platforms independently. For primary students and students with special needs this would be a scaffolded, chunked, gradual-release process and provided in both program languages.</li> <li>Plan for engaging, differentiated, student-centered learning activities regardless of setting (in person, synchronous, asynchronous) with a focus on projects to be completed offline.</li> <li>Include parallel work times where students can work together on the asynchronous assignments with the teacher available.</li> </ul>
<p>Difficult to ensure that elementary-age DL students were receiving the designated amount of instruction in the Language Other Than English (LOTE).</p> <ul style="list-style-type: none"> <li>Families not able to assist their children in the language of instruction.</li> <li>Families not familiar with language acquisition teaching strategies and amount of instruction delivered in the LOTE.</li> <li>Limited online resources in the LOTE—no equivalent to I-Ready in Spanish.</li> <li>Online time-limit requirements and recommendations from states/districts made it difficult to adhere to language allocation plans.</li> </ul>	<ul style="list-style-type: none"> <li>Worked to maintain DL program language allocation plan (e.g., separation of languages for online teaching sessions and assignments, switching languages by day, by week, daily journal writing alternating by language).</li> <li>Pre-recorded lessons in Spanish by teachers to “make-up” for students using I-Ready in English.</li> <li>Using online reading materials/activities available in English and Spanish (e.g., Reading A-to-Z, American Reading Company Bookshelf, BrainPOP).</li> <li>Providing all assignment directions in both program languages (via Google Translate, closed-captioning functions, and voice recordings) but the students produce in the language of instruction.</li> <li>Using puppets to designate language of instruction during asynchronous sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide asynchronous assignment directions in both program languages.</li> <li>Ongoing, frequent communication with families and students about: <ul style="list-style-type: none"> <li>DL program language allocation plan, mission, and vision to include program core beliefs and implementation of cross-linguistic connections, translanguaging, and bridging and examples of what this looks like for remote learning.</li> <li>teaching strategies and how they relate to language development, especially in primary grades.</li> </ul> </li> <li>Develop systems for clearly communicating with students and families what the language of instruction is regardless of whether you are teaching in person or synchronously.</li> <li>Depending on the needs of your specific students and resources available, for a hybrid setting, you may need to have all the in-person instructional time for Spanish instruction.</li> <li>Plan for student language models when teaching small groups.</li> </ul>
<p>Difficult to organize and plan for online learning.</p> <ul style="list-style-type: none"> <li>Teachers were overwhelmed with so many different technology tools</li> <li>Google Classroom is very text based. Students needed more visual supports and scaffolds.</li> <li>Coordinating with special education support staff.</li> <li>Planning for and teaching all content areas online.</li> </ul>	<ul style="list-style-type: none"> <li>Using Google Classroom, Canvas, SeeSaw (for primary grades) and/ or ClassDojo to organize asynchronous online assignments and communicate with students and their families in whichever program language the assignment was in. Most of these platforms can be changed to be all in Spanish.</li> <li>Using the CLEVER app to streamline access for students and parent for all technology tools (e.g., Google Classroom, I-Ready, Flipgrid, EdPuzzle, Reading A-to-Z).</li> <li>PD for technology tools provided by district/school.</li> </ul>	<ul style="list-style-type: none"> <li>District/schools must communicate clear expectations to all stakeholders.</li> <li>Implementation must be consistent.</li> <li>A school/district must choose one learning management system to organize and plan for online learning. Consider using an app like CLEVER to streamline access to all tools.</li> <li>Consider dividing content areas among grade-level teams for planning and/or teaching, particularly at the elementary level.</li> <li>Consider elements of blended learning and flipped learning for organizing DL instruction in both program languages.</li> <li>Provide teacher PD for technology tools being recommended and used.</li> <li>Develop routines and structure.</li> </ul>

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# El uso de Mapas Mentales y el Proceso de Celdas para enseñar las conjunciones

por Trinidad Mercado Muratalla—Maestra de 4º grado,  
Escuela Primaria César Chávez, Santa Fe, NM

El desarrollo profesional de los maestros es fundamental en la actividad docente, porque no solamente atañe al profesionalismo que adquiere el profesor, sino también al desempeño que pueden tener nuestros estudiantes en su vida académica futura.

El trabajo de enseñanza no es cualquier trabajo, es aquel que conlleva pasión, amor, creatividad, responsabilidad, esfuerzo e investigación. Esa responsabilidad depende de cómo nos preparamos; las estrategias cambian, el control de grupo se innova, y el uso de la tecnología aumenta.

Desde que comienza nuestra trayectoria como profesores, comienza también nuestro entrenamiento docente. Conforme pasa el tiempo se va olvidando el número y nombre de los entrenamientos a los que hemos ido, pero de lo que no se olvida son de aquellos que han dejado huella. Los que nos ayudan a mejorar nuestra práctica docente.

En este artículo voy a mencionar dos estrategias que me han ayudado a crear nuevos materiales, a mejorar mi enseñanza, y, sobre todo, a disfrutar junto con mis estudiantes su aprendizaje. Resultan de una buena planeación y preparación de clase, que la vuelve dinámica porque incluye toda clase de recursos que permite que nuestros estudiantes se interesen en saber qué más van a aprender y en qué otras actividades van a participar.

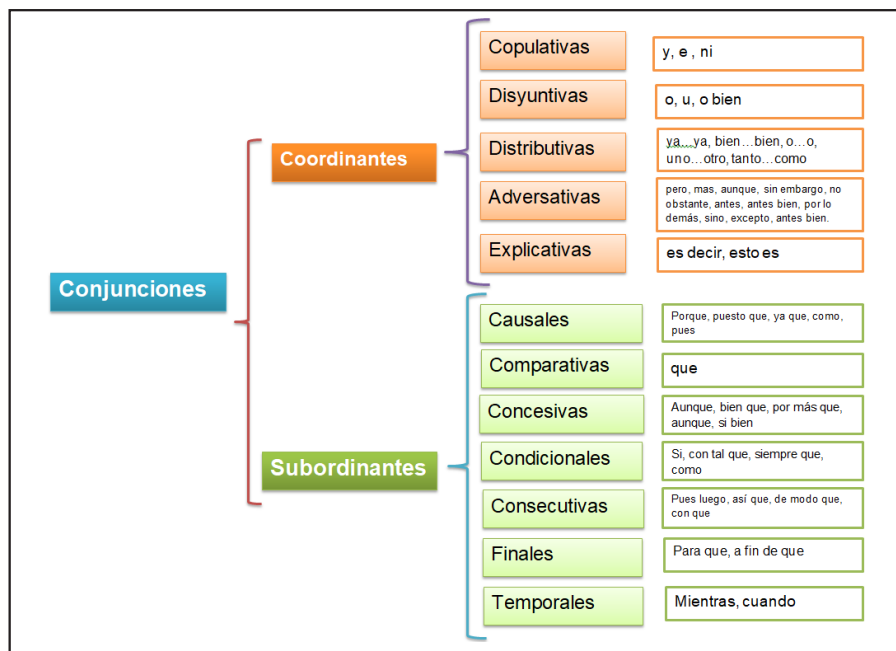
Por eso, quiero compartir cómo, a través de OCDE Project GLAD® (Guided Language Acquisition Design/ Diseño Guiado para la Adquisición del Lenguaje) y de los Thinking Maps® (Mapas Mentales), la enseñanza en mi salón de clase se ha vuelto más dinámica y la información que comparto puede ser recordada con mayor facilidad. Cabe aclarar, que durante mi desempeño, muchas veces me veo en la necesidad de hacer adecuaciones a estos

recursos, o a mezclar una y otra estrategia con la finalidad de cumplir con los objetivos establecidos en los Estándares Centrales Comunes del Estado (Common Core State Standards).

A manera de ejemplo, presento el Proceso de Celdas (Process Grid) de GLAD®. Esta estrategia, junto con los Mapas Mentales fueron esenciales para la enseñanza de uno de los temas que a mi parecer son complicados en la gramática del español como lo son las conjunciones.

En apariencia, el enseñar conjunciones es fácil porque son palabras que usamos diariamente en nuestro lenguaje desde que tenemos la facultad de hablar y decir: *Quiero leche y pan*. Esas palabras que son uniones se le llaman conjunciones. Las usamos al hablar, pero cuando preguntamos en el salón de clase ¿qué son las conjunciones? Muy pocos estudiantes, o tal vez ninguno, sabrán responder qué son.

Pues bien, dentro de los CCSS nos encontramos que desde primero hasta quinto grado hay 47 diferentes conjunciones que los estudiantes deben



El cuadro sinóptico muestra todas las conjunciones—información tomada del sitio web de Woodward Spanish: <https://www.spanish.cl/Grammar/Notes/Conjunciones.htm>.

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aprender. A través del siguiente cuadro sinóptico, podemos darnos cuenta con detalle cuántas conjunciones los niños de primaria deben aprender y cuáles son.

Grado	Estándar	No. de Conjunciones
1o.	L1g. Usan conjunciones que se utilizan con frecuencia (ejemplo: <b>y, pero, o, así que, porque</b> )	5
3o.	L1h. Usan las conjunciones coordinadas y subordinadas	47
4o.	L1k. Identifican y emplean conjunciones copulativas ( <b>y/e, ni, que</b> ) y disyuntivas ( <b>o/u</b> ); adversativas ( <b>pero, aunque, sino, sin embargo</b> ); causales ( <b>pues, porque, como, puesto que</b> )	12
5o.	L1a. Explican la función de las conjunciones, preposiciones e interjecciones en general, y su función en oraciones particulares. L1e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: <b>ni esto, ni aquello</b> ). L1h. Identifican y emplean toda clase de conjunciones, tales como: concesivas ( <b>aunque, por más que, a pesar de que</b> ), condicionales ( <b>en caso de, siempre que</b> ) y finales ( <b>de modo que, a fin de que, con el objeto de</b> )	10

*Esta tabla presenta los estándares de lenguaje que los estudiantes deberán aprender por grado académico sobre las conjunciones. La información proviene de los CCSS.*

Asimismo, podemos ver cómo debe llevarse a cabo la enseñanza de las conjunciones por grado, de acuerdo a los CCSS.

En el caso de cuarto grado, que es el grado que enseño, tendría que enseñar las conjunciones coordinantes:

copulativas, disyuntivas, y adversativas y de las conjunciones subordinantes, las causales. Esta forma gramatical académica es muy importante y para que estos conceptos puedan ser entendidos podemos usar un mapa mental para ayudarnos a clasificar las conjunciones.

En el mapa mental podemos ver las diferentes conjunciones y sus definiciones. La ilustración representa una cadena porque las conjunciones van uniendo palabras y oraciones. Asimismo, este

mapa incluye dibujos como los que se usa en Project GLAD®, con el propósito de ayudar a los estudiantes a aprender cuál es el significado de cada una de las conjunciones y conectarlas con los dibujos para que la comprensión sea mas accesible.

Respecto a las conjunciones coordinantes, las copulativas representan a un niño con dos atributos u opciones que pueden juntar, las disyuntivas se presentan con una “y” griega porque proporcionan dos opciones, y las adversativas tienen dos líneas que pueden juntarse pero no lo hacen porque se oponen.

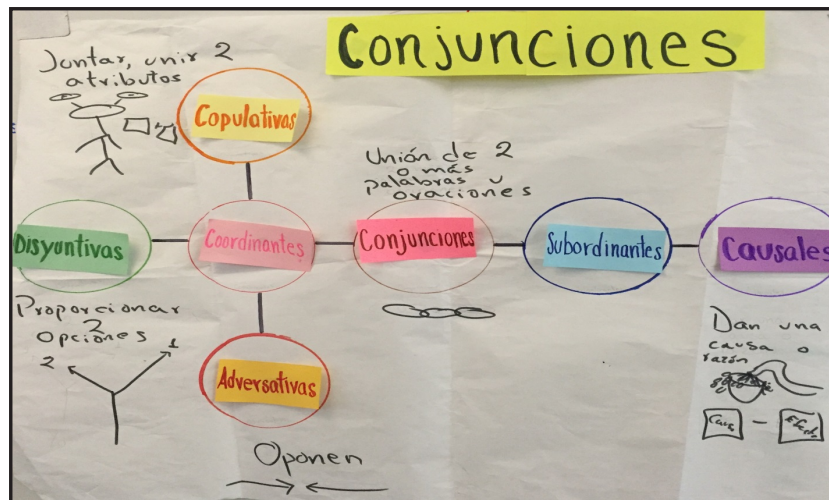
Por otra parte, las conjunciones causales representan causa y efecto o razón, por eso se representa con un vaso que se llena de agua y que comienza a derramarse. La explicación que les di a mis alumnos fue que si llenamos el vaso y si no le cerramos la llave la consecuencia será que se va a derramar el agua; para cada efecto hay una causa.

Cada una de estas ilustraciones lleva la petición a los estudiantes de repetir cada una de las palabras incluidas en el vocabulario académico. Al mismo tiempo que ellos lo repiten, realizan movimientos que les ayuda a memorizar. Por ejemplo, en la

ilustración de las conjunciones, enlazamos nuestras manos como símbolo de unión. En la de las adversativas ponemos nuestros puños juntos y los movemos tratando de juntarlos, pero sin juntarlos.

Posteriormente a la presentación a los estudiantes,

se les distribuye a los estudiantes el mismo mapa mental, pero vacío, para que ellos escriban los nombres de las conjunciones y hagan un dibujo que los ayude a recordar; estos dibujos pueden o no ser los mismos que utiliza el profesor.



*Mapa Mental Conjunciones—usado con alumnos de 4º grado.*

—continúa en la página 18—



# Blending Relationships, Digital Methods, and Real Life in the Bilingual Classroom

by Ron Yoder and Loretta Sandoval—Teachers of Mathematics,  
Atrisco Heritage Academy High School, Albuquerque, NM

Este artículo está disponible en español.  
Vea Fall 2020 Related Content en  
[dlenm.org/resource\\_center/soleado-newsletters/](http://dlenm.org/resource_center/soleado-newsletters/)

What might a custodian, a high school teacher, and a university professor have in common? Try to guess which is which:

*“I’m okay.” “You’re all stressed out.” “It’s so hard, I’m not getting it!” “You’re not supposed to get it right away. It’s my job to show you.” A tissue and a hug later, and they were back at work.*

*I try to do things that are interesting, where interesting means that it might be important in some way. Don’t let other people*

*evaluate you to give you a sense of worth. It’s much more valuable to decide for yourself which things are worth doing, and then just do them.*

*Yesterday, while walking down the ramp near the offices on my way to the cafeteria and on my way out, I heard someone yell at me. It was a girl and she waited for me to give me a hug and a kiss. Imagine how grateful I was! My partner just turned and stopped when she saw the girl run to me. Y la niña me enseñó que le creció su cabello y me encargó que me cuidara mucho y que va a volver este año.*

## Stories

Curious? Good! Our teaching lives are filled with unique relationships and stories. During a student’s moment of distraction at an enrichment camp last summer, Loretta clarified that he didn’t have to be there if he didn’t want to be. He responded, got on board and later became a regular lunchtime visitor during the 2019-20 school year despite not having any classes with either of us. He shared his sketchbook periodically and greeted Loretta

regularly when she drove by his bus stop. Cool side effect: his GPA went from a D to a B. We know, because he also showed us his grades.

Some clues: one of the three people quoted above greeted then-congresswoman Michelle Lujan Grisham and her entire team one by one with a hug and a kiss when students invited the congresswoman to school to discuss gun violence. One has been teaching hundreds of algebra- and

geometry-level students for free online since New Mexico schools closed in mid-March. And another has taught K-12 for more than four decades. Spoiler alert—an answer to our

first question follows. What these people have in common are two things: they are kind and have a strong sense of the power of relationships. They are also experiencing the deadliest pandemic in the world since 1918.

## Elephants in the Room

There’s more than one elephant in the room. The obvious one is the COVID-19 pandemic—it has wreaked havoc on all aspects of our lives. When we teach online we’re unable to count on student-engagement strategies such as desks in groups of four, sofas, and even the coffee that we used to offer our students to help with their collaboration and attention. It’s clear that our preparation time will all but double.

On a positive note, the pandemic has given us the gift of time to reflect on and reassess what is most important. No matter which way we go—school as usual, online, or hybrid—we can expect a high rate of student absences and no one, educators,

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A picture of a student and her mother adorn the bottom half of a personalized AHAHS map.



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parents, or students will be completely happy with the program. Experts predict that the COVID-19 pandemic will exacerbate inequities and increase the variation in learning of our students. It is also clear that limiting students' time in the safe space that school offers may affect their mental health.

### Building Relationships

So, how can we make and nurture relationships during a pandemic? Yes, we want to use the e-mail, Zoom, and Google Meet channels. But we also want to talk mask to mask with administrators, teachers, students, and others at school. That girl that ran up to one of our custodians this summer to show her that her hair had grown? The unique aspect of that encounter was that she was the one who told the custodian to take very good care of herself and that she promised to be back in the fall. Clearly, they knew and cared about one another.

Be part of small text-message groups. Volunteer for your school's food drives to maintain contact with families. Use your social media connections with other staff and administrators. Just stay in touch. All of us, not just students, are on a steep learning curve, and when something works, we will want to share it with others as soon as possible for maximum benefit.

Don't think for a minute that relationships are maintained and developed only at school. While Ron was on a doctor's visit, the painter renovating the waiting room turned out to be the uncle of one of Ron's seniors. She and a classmate had bought coffee supplies for the morning probability and statistics classes. The painter told Ron he had used YouTube recently to relearn a manual method from his youth for finding the square root of a number. On another occasion, while swimming laps at a pool, Ron discovered that the lifeguard was going to be one of his bilingual pre-calculus students this year. Quarantine or not, relationships happen and we can use them to connect with our students and facilitate learning.

### Digital Methods

The idea is to figure out how to build relationships with online teaching methods. Let's go for the positives. Online, you can teach

without masks and read each other's faces better. Also, to increase online engagement you can use Zoom breakout rooms for small group work. If this option is not available yet in Google Meet, you can create a Google Slides presentation that includes Google Meet codes on the slides so students can get together in small groups. You can then have the students work on a posed question or problem—or flat out just visit. You can always structure the experience by communicating clear outcomes and asking groups to self-assign specific roles.

If you're not using these already, this fall you are sure to hear about Remind, Google Voice, Screencastify, Seesaw, Khan Academy, and any number of add-ons for the Google Suite for Education tools. If you'd like practice with digital strategies, three of us will be offering a La Cosecha session "Relationship-Based ONLINE Visual and AVID Strategies for the Bilingual Classroom", November 4-7, 2020. The best advice is to pick a short list of essential digital tools and run with them.

If you will be teaching in a hybrid structure in which you are sometimes teaching online and sometimes teaching mask to mask, an efficient model is to use a flipped classroom. Have students watch instructional videos of the lesson before coming to class so they can spend traditional class time working with you nearby to coach them along. You can record your instructional videos using Google Meet or Screencastify.



"Mask Up" social distancing posters support the school's safety culture and provide students with a creative outlet.

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information. To further simplify curriculum and instruction, I also envisioned a unit-plan template that could be reused for future content, constructing a road map of expectations for myself in regards to planning while outlining a clear instructional routine for students.

big book. The second lesson activates background knowledge with an Inquiry Chart (similar to a KWL chart with columns for the K and W only) and students also predict the meaning of a key academic vocabulary word with a Cognitive Content Dictionary (CCD) in which one word is studied at a time. The third lesson introduces the

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>GLAD Strategies</b>	Observation Charts: <i>See, Think, Wonder</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (10 min)	Inquiry Chart: <i>What do you know about emotions?</i>  CCD: <i>"Emotion" Prediction</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (5 min)	Teacher-Made Book: <i>I Just Wanted You to Know about Emotions</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (10 min)	Teacher-Made Book: <i>I Just Wanted You to Know about Emotions</i>  Graphic Organizer: <i>Topic, Main Idea, Details</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (15 min)	Inquiry Chart: <i>What do you know about emotions?</i>  CCD: <i>Word Study: root word -mot. "to move"</i> <i>Final Meaning and Sentence</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (5 min)
<b>Expert Task</b>	Create a See, Think, Wonder chart. Observe a person or character in a book, TV, or movie. Write what you see, think, and wonder about their emotions.	Create an Inquiry Chart for a nonfiction topic	Record yourself reading aloud the Teacher-Made Book.  Create a Student-Made Book, using the repetitive frame: I just wanted you to know that I can feel (emotion), (emotion), and (emotion).  I feel (emotion) when....	Create a Topic, Main Idea, Details Graphic Organizer for a nonfiction topic	Read through a list of words with the root word -mot. Read the accompanying sentence for each word to predict the definition of words with the root word -mot.
	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>GLAD Strategies</b>	Emotions Here, There Chant:  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (10 min)	Sentence Patterning Chart  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (20 min)	Bridge: Adverbs <del>-ly</del> vs. <del>-mente</del>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (5 min)	Bridge: Nouns <del>-tion</del> vs. <del>-ción</del>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (5 min)	Pictorial Input Chart: <i>Explaining Emotions</i>  Paragraph Writing: <i>Explaining Emotions</i>  <a href="#">Nearpod Preview</a> <a href="#">Your own editable copy</a> (10 min)
<b>Expert Task</b>	Record yourself chanting the Emotions Here, There Chant	Create an SPC for emotions or create an SPC for an animal. Read a nonfiction book about the animal to add parts of speech words to your SPC.	Choose an English and a Spanish book. Find adverbs that end in <del>-ly</del> and <del>-mente</del> . Create your own <del>-ly</del> vs. <del>-mente</del> chart.	Choose an English and a Spanish book. Find nouns that end in <del>-tion</del> and <del>-ción</del> . Create your own <del>-tion</del> vs. <del>-ción</del> chart.	Create the chart: Explaining Emotions to explain your own emotions. Write a paragraph explaining the emotion you have chosen.

This 10-day unit plan template includes Project GLAD® strategies that scaffold the main unit concepts.

### Planning my Units

Ultimately, this led to a unit plan with a progression of ten lessons, each one utilizing a Project GLAD® strategy that scaffolded the main concepts of a unit. The unit planning began with the creation of a Teacher-Made Big Book, which communicates the unit's enduring understandings with a repetitive frame, concise details on each page, and authentic images. Basically, the Teacher-Made Big Book becomes a database for the unit's academic vocabulary, images, and content to be emphasized and reused throughout the lessons. The big book's vocabulary was then used to create a Here, There Chant to support understanding of academic vocabulary while developing automaticity and fluency through sentence patterns and rhythms. With the big book and chant made, the other lessons could now be constructed. The first lesson sparks student interest with Observation Charts (essentially a See, Think, Wonder), analyzing the same images used in the

Teacher-Made Big Book and the fourth lesson summarizes each page of the big book with a graphic organizer. The fifth lesson allows students to add learned information from the big book to the first column of the Inquiry Chart, (thus eliminating the need for the L column), and later, to create a final meaning for the CCD word, use it in a sentence, and engage in its word study. The sixth lesson guides students' oral language with the Here, There Chant and processes the meaning of its vocabulary. The seventh lesson continues to promote oral language with a Sentence Patterning Chart that organizes academic vocabulary by parts of speech and students then construct a variety of descriptive sentences through oracy, reading, and writing. The last three lessons of the unit include two bridging activities to connect the academic vocabulary in English to Spanish, and utilize a Pictorial Input Chart in which information is categorized in chunks and supported with visuals.

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The Here, There Chant template allows teachers to build academic vocabulary around a unit's key plural noun.

This ten-lesson progression set me and my students up for success by using familiar Project GLAD® strategies while setting a clear blueprint for what distance learning would look like.

### Online Teaching

To effectively implement the unit, maintaining the integrity of Project GLAD® strategies, even while online, made content comprehensible and equally accessible to all students. First, I chose Nearpod as the platform for my remote teaching (<https://nearpod.com/>). Nearpod provides equity of access by offering both live and student-paced lessons, supporting both synchronous and asynchronous learning. Nearpod also transforms Google Slide presentations into interactive ones by embedding student processing activities like quizzes, matching pairs, fill in the blanks, and open-ended questions. To support student-paced lessons, teachers can record voice-overs to further explain a slide's content. With Nearpod solidified as my platform for distance learning, I focused on scaffolding content by maintaining the integrity of Project GLAD® strategies. For instance, activating prior knowledge, using authentic images, highlighting, color-coding, and chunking information are all promising practices of Project GLAD® strategies seen in physical classrooms and

thus, remained important in my virtual classroom. I also encouraged repetition of vocabulary words by prompting students to “say it with me” and solicited deeper understandings of vocabulary by modeling TPR (Total Physical Response) with either images of hand gestures or recording a short video of myself modeling the TPR. Another Project GLAD® scaffolding technique is a 10/2: for every ten minutes of teacher talk, students process the information for two minutes. On Nearpod, I replicated this 10/2 technique by monitoring the amount of time I recorded a voice-over for each slide. If my recording was over a minute and a half, then I deemed that slide too long and split its information into two slides. On average, each slide's voice-over ranged from 20 seconds to a minute. Following each slide, or approximately after every minute of teacher talk, I included a Nearpod student processing activity (matching pairs, fill in the blanks, quizzes, an open-ended question, etc.) to develop student understanding. Maintaining the integrity of Project GLAD® strategies and their scaffolding techniques naturally differentiated content for all learners despite the distance.

The SPC organizes academic language by parts of speech.

### Maximizing Student Participation and Assessment

Establishing a predictable routine for student products was also necessary in order to increase student participation and assessment. For student products,

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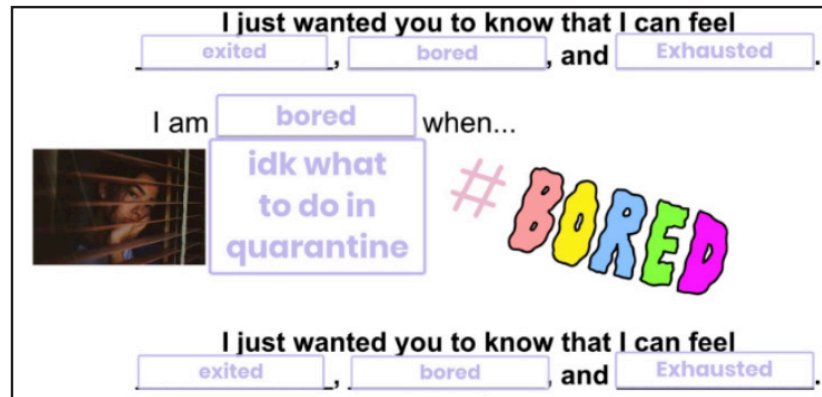
I wanted to avoid having to explain and model another set of directions of how to complete a task. Therefore, I used the ten-lesson unit plan already filled with Project GLAD® strategies as a template for student products. At the end of each lesson, students engaged in an “Expert Task”, where they became “experts” on the Project GLAD® strategies. For example, if students finished a lesson in which an Inquiry Chart was used to activate their background knowledge, then students created their own Inquiry Chart for their expert task. My class used Seesaw as the platform for showing their learning in a digital portfolio (<https://web.seesaw.me/>). On Seesaw, students used the built-in annotation tools to create their Inquiry

Charts. Students typed and voice recorded their responses to the Inquiry Chart questions: What do you think you know about [nonfiction topic]? And what do you want to learn about it? Then students read more about the chosen nonfiction topic from their digital libraries like Epic! Books (<https://www.getepic.com/>) and added the learned information to their Inquiry Charts. Other Expert Tasks included fluency practice by recording themselves reading the Teacher-Made Big Book or the chant, or creating their own Sentence Patterning Chart and forming a variety of descriptive sentences about a plural noun, such as animals. By first familiarizing students with the Project GLAD® strategies and making them experts on them, students also became experts of their learning by understanding what was expected of them through consistent repetition and engagement with a routine.

### Monitoring Students’ Stress

Ultimately, my main goal while teaching students amidst a global pandemic was to keep stress level low and participation high. According to an anonymous survey given to 32 of my students, 53% completed all 10 Nearpod lessons, 46% repeated vocabulary when prompted by the phrase “say it with me” and/or participated in the TPR while learning remotely. And most importantly, on a scale from one to five (one being no stress), 40%

of students reported experiencing no stress while engaging with the lessons, 28% a level two, 25% a level three, 6% experienced a level four, and 0% of students felt overwhelmed with a stress level of five. Overall, I am extremely proud of my students for adjusting to distance learning and being patient as I navigated how to reestablish a classroom routine and positive classroom culture while being surrounded by so much uncertainty in our world.



A student-made big book allows students to creatively use new vocabulary.

As we embark on another uncertain school year, I feel prepared and certain that applying the lessons learned during the closure will continue to benefit both students and teachers

no matter the conditions. Promoting emotional literacy, consistently integrating technology, and unit planning with Project GLAD® strategies will continue throughout my teaching. Fundamentally, remote teaching proved that we, as educators, continue to learn and adapt for the sake of our students, even when it’s uncomfortable. I feel reassured that collectively we will continue listening, learning, and adapting to transform our (physical or virtual) classrooms into spaces where students feel safe, valued, and heard.

### Resources

Education Week. “Larry Ferlazzo’s 7 Tips for Remote Teaching.” *YouTube*, uploaded by Education Week, 31 Mar. 2020, [www.youtube.com/watch?v=8\\_wS5BWPLVE&feature=youtu.be](https://www.youtube.com/watch?v=8_wS5BWPLVE&feature=youtu.be)

“RULER.” *Yale Center for Emotional Intelligence, YCEI*, 2020, [www.ycei.org/ruler](https://www.ycei.org/ruler)



# Back to School Virtual INSTITUTEs

**Social-Emotional Learning Virtually**  
September 14

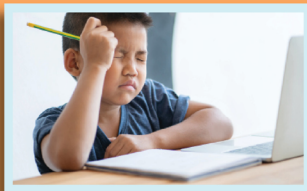
**Virtual DL Instruction**  
September 18

**Math Instruction In Response to COVID19**  
September 21

**OCDE Project GLAD® Introduction**  
September 16

**Refresh and Go Deeper with Project GLAD®**  
September 23

**Sheltering and Scaffolding Virtual Instruction**  
September 23



### Social-Emotional Learning Virtually: Starting Your Year with an Attention to Balance

September 14, 2020 • 9–3pm MST

Join us and build a repertoire of social emotional learning tools and strategies that will have you ready for our new reality of virtual and in-person learning this fall. Addressing the social-emotional learning needs of our students will be key to providing them balance so they have access to learning.

### Virtual Dual Language Instruction: Maintaining Dual Language Programs in a Virtual Learning Environment

September 18, 2020 • 9–3pm MST

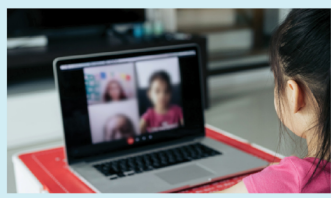
Work with other dual language educators to learn how bilingual students' needs can be met during virtual learning, while maintaining instruction in both program languages. In addition, strategies and online learning tools that support sheltering and scaffolding instruction for our dual language learners will be shared.



### An Introduction to OCDE Project GLAD®

September 16, 2020 • 9–3pm MST

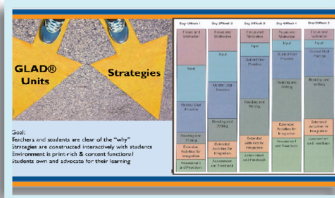
Designed for those new to Project GLAD®, this institute will provide an overview of the big ideas behind the instructional framework and look into selected GLAD® strategies. Ideas will be shared on delivering GLAD® instruction in an online learning environment.



### Refresh and Go Deeper with OCDE Project GLAD®

September 23, 2020 • 9–3pm MST

Designed for educators already trained in OCDE Project GLAD®, this institute will deepen your knowledge of how, in an online learning environment, to move beyond teacher-directed input strategies into student academic oral language that leads to successful reading and writing.



### Math Instruction in Response to COVID19

September 21, 2020 • 9–3pm MST

Are you feeling like you need a space to talk about solutions and pathways to delivering impactful math instruction online? Join us to learn how to maximize your current materials to provide low floor high-ceiling tasks that address your grade-level priority standards.



### CLAVES™: Sheltering and Scaffolding Virtual Instruction to Meet the Needs of Our Language Learners

September 23, 2020 • 9–3pm MST

Join us to discuss how to develop virtual instruction that provides Contextualized Learning (Sheltered Instruction) to your students during distance learning. We will explore multiple online learning tools and ideas to keep your students engaged!



**Institute cost \$134 per session. For more information and to register visit us online at [www.DLeNM.org](http://www.DLeNM.org).**

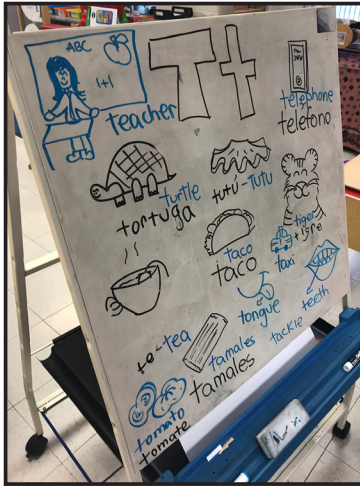
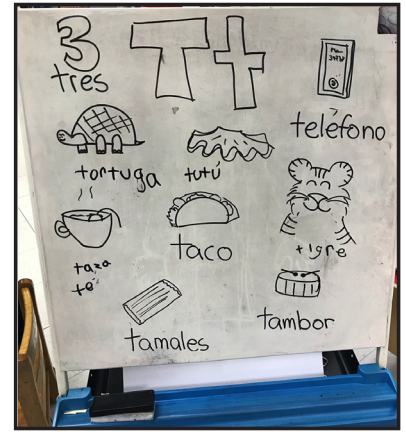


Sessions are designed to meet the needs of educators working with English learners and who may be teaching in dual language programs. DLeNM offers customized online training to address the specific needs of educators and can provide customized offerings to schools and districts. Contact [information@dlemn.org](mailto:information@dlemn.org) for more information today!

Dual Language Education of New Mexico • 1309 4th Street SW, Suite E • Albuquerque, NM 87102 • [www.DLeNM.org](http://www.DLeNM.org)

**martes**

Repaso de las palabras vistas el día anterior.  
Trabajo individual: en un papel, los niños trazarán la letra en mayúscula y minúscula y, dependiendo de su nivel de habilidad, dibujarán palabras que empiecen con la misma y escribiendo sus nombres de manera individual o copiando desde nuestro pizarrón.

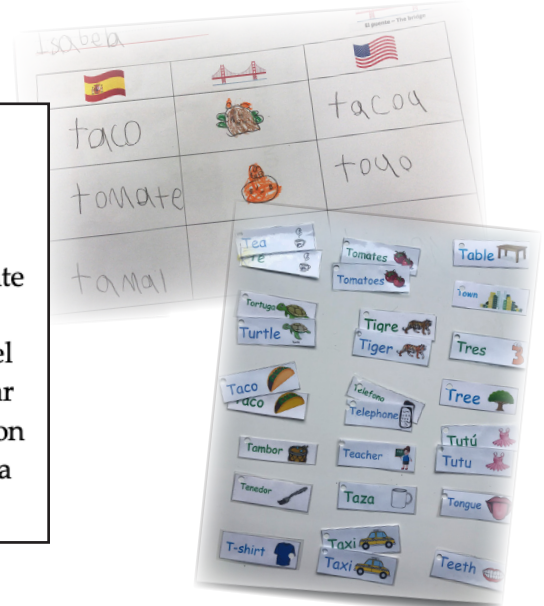


**miércoles**

Presentación de la letra-sonido semanal (**inglés**). Empleando los dibujos ya realizados en español, y utilizando un marcador de diferente color, planteamos cuáles de esos dibujos comienzan con el mismo sonido-letra también en inglés —lo que nos permitirá posteriormente introducir El puente (Beeman & Urow, 2012) y añadimos más palabras a nuestra lista.

**jueves**

**El puente:** Nos centramos, ahora, en las parejas de palabras que comienzan por el mismo sonido en ambos idiomas. Dependiendo de su habilidad, los diferentes grupos de niños podrán: 1) dibujar tres objetos de nuestra lista y escribir independientemente las palabras correspondientes bajo la bandera española (español) o americana (inglés), 2) copiar del pizarrón las palabras y dibujar, y 3) jugar a encontrar la pareja con los manipulativos que hemos creado con las palabras de vocabulario que surgieron de nuestra lluvia de ideas los días anteriores.



**viernes**

**Juegos** creados con las palabras obtenidas de la lluvia de ideas en grupos pequeños.

*Será trabajo del maestro:* 1) crear tarjetas manipulativas con el dibujo y palabra correspondiente para acompañar nuestro muro de palabras. Aplicando el código color de cada idioma; 2) crear juegos de asociación palabra-imagen (con rotulador) y materiales manipulativos con las imágenes utilizadas para el muro de palabras.





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De esta forma, niños y niñas de preescolar tienen acceso a dos sistemas de lectoescritura, al corresponderse los sonidos y grafías de las primeras letras y consonantes trabajadas en nuestros salones sin suponer esto un retraso en el desarrollo de la lectoescritura en inglés, primer idioma de muchos de ellos.

Es importante para el correcto desarrollo de las actividades en grupos pequeños, que dividamos a nuestros alumnos no sólo de acuerdo a su nivel de habilidad (lectoescritura, psicomotor, matemático) sino también que tratemos que haya diversidad lingüística en cada uno de ellos, para que puedan colaborar entre ellos en la realización de actividades.

Otra forma de introducir el español en nuestra aula y que, además da la oportunidad a nuestros alumnos de practicar de forma autónoma, es empleando las nuevas tecnologías. Muchas escuelas tienen acceso a tabletas, iPads o un ordenador (computadora) en sus salones. En nuestra aula, los niños y niñas pueden agarrar una tableta durante los minutos de centros. Las aplicaciones más utilizadas en nuestro salón son Raz Kids (<https://www.raz-kids.com/>) (en el rincón de audífonos) aunque también pueden reproducirse lecturas en voz alta desde plataformas gratuitas como YouTube, y las aplicaciones disponibles en el App Store (<https://apps.apple.com/>) como ABC Mágico Abecedario, ABC Spanish Spelling Magic, Lee Paso a Paso o Sopa de Sílabas en el rincón de Biblioteca. Ahí también pueden ojear libros o jugar con los juegos presentados anteriormente en los grupos pequeños.

Todas estas estrategias, la continua exposición al idioma y las lecturas en voz alta a nuestros estudiantes de manera diaria fueron evaluadas por medio de diferentes actividades. Para el registro de la comprensión oral de nuestros alumnos, elaboramos una serie de imágenes a secuenciar tras la lectura en voz alta de una historia corta y presentamos diferentes protagonistas y escenarios de los que deben elegir la opción correcta. También les dimos diferentes instrucciones a llevar a cabo como, agarrar un lápiz, encender o apagar la luz, y agarrar un libro. Tras todo un curso escolar escuchando estas direcciones, la mayoría de nuestros estudiantes sabían a qué nos referíamos en cada momento.

Así pues, por medio de rutinas, temáticas cercanas, compartir espacios con alumnos hablantes nativos de español o bilingües y la exposición a canciones y contenido en español, los niños angloparlantes de nuestro salón asimilaban estructuras gramaticales de forma independiente. Muchos comenzaron a mezclar ambos idiomas a partir del vocabulario ya adquirido (ej. “mi mamá y mi papá got me new juguetes”); otros, por medio de la repetición y escuchar a sus compañeros, adquirieron fórmulas no recogidas en nuestra planificación (ej. “Ms Ali, ¡mira!”); otros se aventuraron a expresarse empleando sus propias estructuras por medio de palabras que ya conocían (ej. “¿quién es este/esto?”); o emplearon el español con compañeros cuyo primer idioma es también el inglés en la elaboración de tareas (ej. “no, no, en español “i” no es “e”, es “i”— al referirse al sonido correspondiente a la letra i en español y comparándolo con la letra inglesa e).

El hecho de que niños y niñas hispanohablantes y angloparlantes se encuentren incluidos en la misma aula favorece la adquisición de un segundo idioma por ambas partes y beneficia a su vez la inclusión de diferentes grupos culturales y la diversidad en las aulas. Al convivir desde tan temprana edad con una cultura arraigada en el país como lo es la cultura latina y ser capaces de ver los beneficios que acarrea con ello hablar el idioma de muchos de sus compañeros de clase, la sociedad estadounidense progresará hacia una sociedad más diversa, respetuosa y concienciada.

### Recursos

- Beeman, K. & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia, PA: Caslon Publishing.
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Soleado—Fall 2020







—continued from page 5—

Challenges	Successes	Ideas for Implementing DLE in a Hybrid Setting
<p>Difficult to provide appropriate levels of rigor, differentiation, interaction, comprehensible input, oral language practice and structured-peer-to-peer collaboration essential to effective dual language instruction.</p> <ul style="list-style-type: none"> <li>Some states/districts directed teachers to only review content.</li> <li>Easier to manage “sit and get” synchronous lessons and worksheet-based assignments.</li> <li>Limited materials, manipulatives and tools for hands-on activities.</li> <li>Teachers unfamiliar with appropriate technology tools.</li> <li>Reluctance of students to produce assignments in the program language they felt less confident in.</li> </ul>	<ul style="list-style-type: none"> <li><b>Rigor:</b> Aligned plans to district-focus standards, developed “low floor, high ceiling” lessons.</li> <li><b>Interaction:</b> During synchronous sessions, having students respond to a prompt in writing using various technology tools (e.g., Chat Box, Google Jamboard, Padlet), visually using hand signals (e.g., thumbs up/thumbs down, showing number of fingers), and/or oral responses. Using virtual whiteboards for sorting activities. For asynchronous sessions, pre-recorded teacher-made videos with formative check-in points via Edpuzzle/ Nearpod/Pear Deck. Primary teachers used an interactive letter tile app and technology “white-boards” for word-sorting activities.</li> <li><b>Comprehensible input:</b> Teacher developed website (using Weebly or Wix) with visual resources (images, video links, screen shots) for all asynchronous assignments, students using materials from around the house for lessons, home science projects, direct drawings, implementing GLAD strategies/units.</li> <li><b>Oral language practice:</b> Setting the norm for students to respond to teacher prompts like “Say it with me” by “talking to the screen” during synchronous sessions or when watching asynchronous prerecorded videos, using singing, reciting chants/poetry during synchronous sessions, students responding to teacher prompts asynchronously using various video recording technology tools to post their videos (e.g., Seesaw, ClassDojo, Flipgrid), and students being able to record themselves reading aloud (available in Reading A-to-Z and Epic in both English and Spanish). Implementing GLAD strategies/units on line.</li> <li><b>Structured peer-to-peer collaboration:</b> Posting student art challenge pictures and having other students comment, scheduling Google Meet sessions for student teams to meet and work on shared documents with the teacher available but not leading the team work. Implementing GLAD strategies online.</li> </ul>	<ul style="list-style-type: none"> <li><b>Rigor:</b> Lesson planning only for priority standards for 20/21 SY identified by your district or state.</li> <li><b>Differentiation:</b> Revise lessons from curriculum to be “low floor, high ceiling”, open-ended to ensure access and rigor for each student. Maintain systems of intervention for both program languages. Focus all live teaching on differentiation.</li> <li><b>Interaction:</b> For live teaching (in person or synchronous) focus on interaction and equity of student voice but keep it simple (e.g., use the Chat Box instead of going to another app for a white board).</li> <li><b>Comprehensible input:</b> Live teaching and asynchronous assignments should have easily accessible (e.g., all located in one place, like a teacher-made website) visual aids including photo images, video links, screen shots, live annotations and sketches.</li> <li><b>Oral language practice:</b> Develop norms with students for “talking to the screen,” use songs, chants, poetry for all live teaching (in-person or synchronous), use a video recording technology tool for students to respond orally to asynchronous assignments.</li> <li><b>Structured peer-to-peer instruction:</b> For all live teaching (in person or synchronous) students to collaborate with each other via online shared applications. Schedule synchronous sessions for teams to work with the teacher monitoring but not leading (for upper elementary and secondary). Post student team work for peer comments (develop norms with students). For a hybrid model, partners students learning in person with students learning at home to complete asynchronous assignments. Use breakout rooms for student teams (monitored by teacher or instructional assistant).</li> </ul>
<p>Difficult to assess students in a virtual environment.</p> <ul style="list-style-type: none"> <li>Many student online assessment results (e.g., I-Station, I-Ready) were inconsistent with scores obtained before schools closed.</li> <li>Immediate feedback and checking for comprehension during asynchronous sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Video recordings of student responses to teacher prompts/assignments provided formative assessment data for the speaking domain.</li> <li>Audio recordings of students reading text provided oral running-record formative-assessment data.</li> <li>Using ESGI software for online assessment creation in both languages.</li> </ul>	<ul style="list-style-type: none"> <li>Focus any “live teaching” (synchronous small groups/one-on-one or in-person) for formative assessments and feedback.</li> <li>Use technology tools like Edpuzzle, Classkick, Google Forms apps, Nearpod to create, in both languages, real-time feedback on asynchronous assignments. Use video recording apps of student responses to teacher prompts (formative assessment of speaking) and of students reading aloud (formative assessment of oral record of reading) in both languages.</li> </ul>
<p>Difficult to focus on the 3<sup>rd</sup> goal of DLE: socio-cultural competency.</p>	<ul style="list-style-type: none"> <li>Collaborated with team teachers (ELA, SLA and SS) to develop an online project-based unit for researching the impact of COVID-19 on farmworker rights. Engagement was very high.</li> </ul>	<ul style="list-style-type: none"> <li>Develop relevant curriculum that engages students and their families in current events. Explore topics like social justice, human rights, constitutional rights, socio-political awareness, and voting process and rights.</li> </ul>

The issues and challenges dual language educators faced in the spring were significant. But the successes were cause for celebration and provided the impetus for thoughtful recommendations for the new school year. The generous participants in

these networking sessions help us remember that educators across the country are doing what we do best: engaging with colleagues, brainstorming, sharing, and creatively planning rigorous, inspiring lessons for our students.

—continuación de la página 7—

Después de ese trabajo individual, se utiliza la Gráfica de Celdas (Process Grid). Lo único que ven los estudiantes en el póster es el título “Conjunciones” y la tabla. Se reparte a los estudiantes tarjetas con el vocabulario presentado. En esta lección, la información se vuelve a repasar señalando la primera celda. Los estudiantes leen sus tarjetas y cuando escuchan la palabra escrita en su tarjeta, pasan al frente y la pegan en la celda que corresponde. Es importante mencionar, que la estrategia GLAD® incluye el uso de un código de colores para que los estudiantes se puedan guiar. Por ejemplo, al ver que su compañero pasa y pega la conjunción

copulativa que es amarilla, el estudiante se levanta a pegar su tarjeta que también es amarilla.

En esta lección se comienza diciendo: Las conjunciones copulativas (y alzo una mano como si tomara algo, cerrando el puño, y después alzo la otra mano como si tomara otra cosa cerrando el puño, bajo las dos manos volteando los puños y golpeándolos) son aquellas que unen dos atributos, incluyen las conjunciones: e, ni, y, u, o. Por ejemplo, “Audubon fue divertido e interesante”. Los alumnos se levantan y pegan sus tarjetas. Una vez que están todas pegadas, vuelvo a repetir las conjunciones copulativas y les pido que las repitan haciendo los movimientos con sus manos: e, ni, y, u, o. Les pido que repitan después de mí la oración: “Audubon fue divertido e interesante.” La repetición la hacen una, dos y tres veces. Esta dinámica se repite con cada una de las diferentes categorías de las conjunciones.

La enseñanza lleva toda una semana. Después de trabajar con estos dos recursos, continúa la escritura de oraciones que se llevará a cabo por equipo. Para ello, se pegan hojas de doble carta alrededor del

salón con los nombres de las conjunciones escritos en ellos. Los alumnos pasan en equipo a escribir sus oraciones usando la conjunción requerida con un marcador de un color determinado, para con ello, identificar qué equipo fue el que escribió la oración. Así también el maestro debe pasar con ese equipo para leer sus oraciones y verificar cuáles

son aquellos problemas que se presentan en su escritura y proceder a corregirlos. Esta revisión se realiza en grupo pequeño y permite que los estudiantes visualicen cómo deben escribir sus oraciones. Si existen problemas con sus oraciones, se les pide que lo intenten otra vez.

Conjunciones		
Palabras que unen dos palabras u oraciones.		
Tipo	¿Cuáles son?	Ejemplos
Copulativas	e ni y	Audubon fue divertido e interesante
disyuntivas	u o	¿La fiesta es cerca o lejos?
Adversativas	sin embargo aunque pero excepto sino	Yo quiero un celular; sin embargo me van a comprar ropa.
Causales	pues como porque puesto que	No fuimos a la escuela porque nevó mucho

El Proceso de Celdas incluye la enseñanza de las conjunciones de acuerdo a los CCSS y utilizado por los estudiantes de 4º grado.

El ejemplo presentado muestra lo metódico que es la enseñanza de la gramática en español. No siempre es fácil, sobre todo porque no existen materiales previamente diseñados. Gracias al uso de las estrategias de Project GLAD® y de los Mapas Mentales®, es posible diseñar lecciones que pueden ayudar a los estudiantes a visualizar el lenguaje académico, lo que hace más fácil para los estudiantes el conectar conceptos que a veces son difíciles de usar. Finalmente, el uso de estas estrategias me ha permitido mejorar mi práctica docente y aumentar la motivación en los estudiantes así como su nivel académico, por la dinámica que se realiza.

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A fun way to get your students started with digital tools such as Google Slides is to have them create “Mask Up” or social distancing posters that grow your school’s safety culture. If you want to scaffold first, you can give them a map of your school in a Google slide, and have them add a photo of themselves using Google image formatting. If you have them create the posters in a shared presentation, they will also get the chance to get to know each other as they comment on each other’s posters.

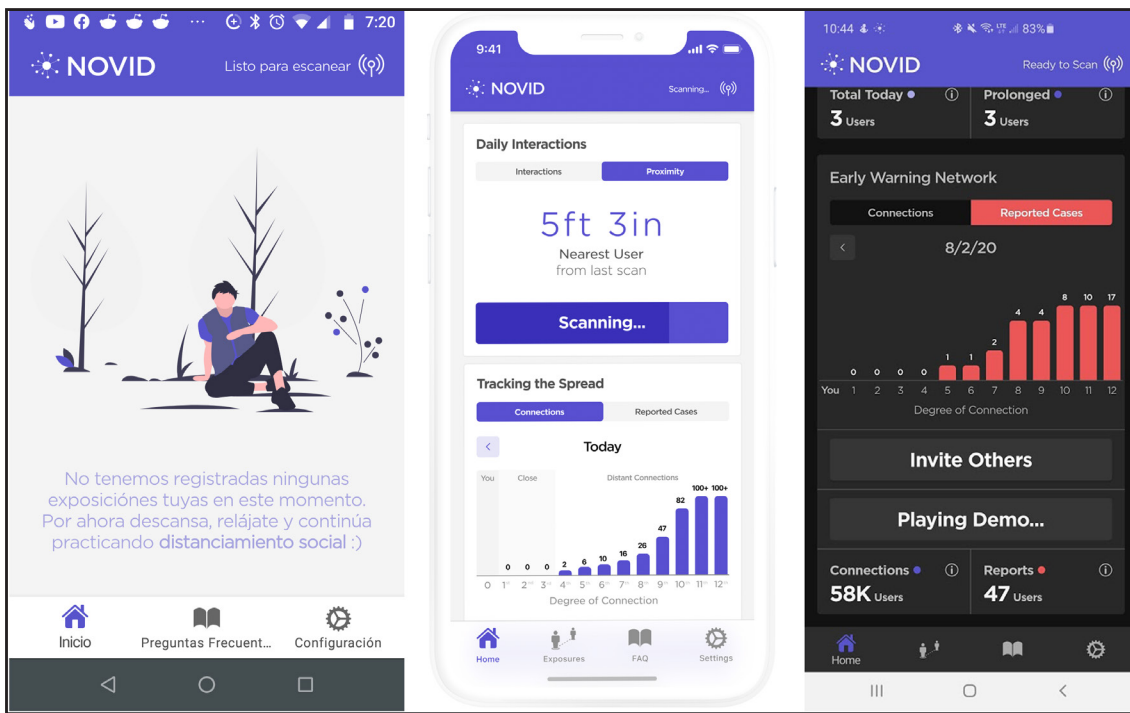
### Real Life

There are two questions we like students to ask: (1) “Why” and (2) “So what?”. During the last six weeks of the 2019-20 school year, Ron’s students were able to explore both of these questions. He had been preparing his bilingual Algebra I students to factor quadratics using an elegant *difference of squares method* published by Dr. Po-Shen Loh of Carnegie Mellon University in December 2019. When schools shut down mid-March, Dr. Loh began teaching free student-driven “Ask Math Anything” Algebra I and Geometry mini-lessons on YouTube. We shared

this with our students. Dr. Loh also launched NOVID ([www.novid.org](http://www.novid.org)), a free predictive contact tracing or “personal COVID-19 radar” Android and iPhone app to help stop the spread of the coronavirus. During these weeks, Ron and his students got to be part of the story of translating NOVID into Spanish. Along the way, they worked on Pythagorean Theorem-flavored social distancing math problems. In short, the students became part of something interesting and important for our world *now*.

### Let’s Do This

Ultimately, we want students to understand at their core that they belong—who they are and what they do is important. The positive or negative stories you choose to highlight will have a profound impact on how they handle this year’s considerable challenges and opportunities. Deep relationships where there is safety and belonging, blended with rich instructional experiences and support will effectively grow the skills and mindsets of our students, teachers, staff, and administrators. Let’s do this!



Dr. Po-Shen Loh of Carnegie Mellon University created a free predictive contact-tracing app or “personal COVID-19 radar” that Ron has helped translate to Spanish and shared with his students.





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