

LESSON PLANNING IN DIFFERENT INSTRUCTIONAL CONTEXTS: DUAL
LANGUAGE, TRANSITIONAL BILINGUAL, AND STRUCTURED ENGLISH
IMMERSION

By

HILARIA TERESA COURTRIGHT

A Thesis Submitted to The Honors College
In Partial Fulfillment of the Bachelors degree
With Honors in
Education

THE UNIVERSITY OF ARIZONA

M A Y 2 0 1 5

Approved by:



Dr. Toni Griego-Jones (Marie)

Department of Teaching, Learning, and Sociocultural Studies

Table of Contents

<u>Section</u>	<u>Pages</u>
ABSTRACT	2
INTRODUCTION	3
THEORIES OF SECOND LANGUAGE ACQUISITION	3-8
THREE MAIN INSTRUCTIONAL CONTEXTS IN PUBLIC SCHOOLS	9-11
LESSON PLANNING FOR EACH INSTRUCTIONAL CONTEXT	12-17
DISCUSSION	18
APPENDIX: SAMPLE LESSON PLANS	19-36
APPENDIX A	19-21
APPENDIX B	22-27
APPENDIX C	28-36
REFERENCES	37-39

Abstract

Bilingual education is one of the most divided, highly researched and discussed topics in the United States today. While individuals may have their own opinions as to what bilingual education program they believe works best for English language learners, something that many forget to consider is the fact that any program can be a success or a complete failure, depending on the effort of its implementation. The topic of my thesis is to provide teachers with considerations for lesson planning in three types of bilingual programs or classrooms: dual language, transitional bilingual, and Structured English Immersion (SEI) programs. What I chose to focus on is not what program works “best” based on extensive research and theory, but on what teachers can do in each of the three language program settings to make it work best for their students, which is the ultimate goal.

Introduction

In public schools all throughout the United States, 9.1 percent of the student population (or about 4.4 million students) are English language learners (“English language learners, 2011-2012). This number continues to rise as more and more English language learners enroll in public education. In order to accommodate these students in various classroom settings, plenty of questions come to mind, including: What do teachers and educators need to consider when lesson planning for different instructional contexts, more specifically, in three different language program settings- dual language, transitional bilingual, and Structured English Immersion? From all I have read, most of the research focuses on theory, often lacking the application aspect of the theories. A lot of research has also been conducted to determine which theories are the “best,” leading to more theories about which instructional context is “best” when it comes to bilingual education. I hope to offer teachers and educators something beyond that: an analysis of the research and theories and focusing how to plan for the different language program settings mentioned above. This is important for bilingual education research because it may provide educators with suggestions for real life implementation, and will hopefully provide teachers with careful considerations for lesson planning in these different instructional contexts.

Theories of Second Language Acquisition

Over the last fifty years, there has been a great deal of research conducted about the idea of second language acquisition, especially with school age children. Many theories of second language acquisition have been proposed, and research is still finding new information and challenging old theories to this day. Researchers, educators, parents, and advocates alike all want to know what the best and most effective way is to teach English language learners (ELLs) in order to give them the greatest opportunity to be successful in school and later in life.

Two well-known researchers in the study of second language acquisition are Steven Krashen and Jim Cummins. Their theories are widely taught to and used by teachers because they provide explanations as to how ELLs acquire and learn English, and when and why they use it. In his research, Krashen created five hypotheses to help explain the process of acquiring a second language. First is the acquisition-learning hypothesis, which states that acquisition of a language is subconscious and done through natural communication, where learning of a language is a conscious process internalizing knowledge about a language, like gaining grammar skills. The second hypothesis is the monitor hypothesis, which explains how ELLs constantly correct every utterance initiated by inspecting and checking it for errors. Third is the natural order hypothesis, which states that language is acquired in a predictable order where the teacher cannot control or change the order of a grammatical teaching sequence. Fourth is the input hypothesis, which suggests that acquisition of a language occurs when the learners are pushed one step above their current language ability, also known as comprehensible ($i + 1$). Finally, the fifth hypothesis is the affective filter hypothesis, which states that during language acquisition, an ELL may develop a “screen” that is influenced by emotions that can hinder learning (Krashen). These five hypothesis give educators and other researchers a basis for understanding how ELLs acquire the English language and what can and cannot be done in helping them do so.

Cummins’s research and hypotheses differ slightly from that of Krashen’s in the sense that Cummins provides an idea of the different “types” or aspects of language an ELL will gain, how they will gain it, and in what context. For example, he is best known for his research on Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is the “surface” skills of listening and speaking, and acquired fairly quickly by many students. It is gained through interactions with native speakers on a daily basis,

in the classroom, outside on the playground, in the cafeteria during lunch, and all throughout the day. CALP, however, is the basis for a child's ability to learn the academic language in various school subjects, like language arts, math, science, etc. Many children develop BICS within two years of immersion, while it usually takes five to seven years to get on a CALP level with native speakers. Knowing the difference between these two is important because educators need to be aware of how quickly their English language learners might be able to gain basic communications skills and how much longer these students might need in order to grasp a proficient academic language.

Cummins is also known for his research on the idea of Common Underlying Proficiency (CUP) and Additive/Subtractive Bilingualism. Common Underlying Proficiency states that when a child is learning a language, he or she acquires a set of skills that can be drawn upon in learning another language. For example, this means that the skills learn when acquiring Spanish, his or her first language (L1), can be used in acquiring English, the second language (L2). This is very important for educators to understand because they can help their ELLs learn English by using the skills and rules they learned in their first language. The CUP leads into the idea of additive and subtractive bilingualism. In additive bilingualism, not only is the first language developed and maintained, but the culture is valued as well, and then the second language is introduced. In subtractive bilingualism, the second language is added without the proper development of the first language and through the diminishment of the culture (Cummins). Cummins's and other researchers have shown that students succeed more in an additive bilingual setting because their first language and culture are maintained. These studies have led to countless debates about what bilingual setting is best for ELLs and numerous studies to provide research for the multiple points of view

Two other prominent researchers in the second language acquisition field who have provided other researchers and educators with valuable information are Colin Baker and Joshua Fishman. In his book, *Foundations of Bilingual Education*, Baker puts forth four categories of how a child gains language. The first category is called one person- one language, where the parents each speak different languages, and each speaks their own language to the child from birth. The child is exposed to the different languages and may or may not be able to maintain both languages depending on how much they are exposed to each. The second category encompasses the idea that the home language is different from language outside of the home. Both parents may speak the same language in the home but the child will also acquire another language formally or informally outside of the home, like at daycare or at school. The next category refers to the idea of a mixed language, where the parents speak both languages to the child by codeswitching and codemixing between the two (like “Spanglish,” the mixture of Spanish and English). The final category discusses the delayed introduction of the second language, which occurs when the neighborhood, community, or school language is a dominant language and the parents delay exposure to that dominant language by speaking in another language first. For example, the community may dominantly speak English, but the parents speak to the child in Spanish first because that is the language of their culture and their family. These categories help in the understanding of how a child may learn a language in the early stages of their lives from birth to right before and as they enter school.

Both Baker and Fishman have theories as to why English language learners chose to learn a second language and when they choose to speak each one. Baker claims that ELLs choose to (or in some cases, have to) learn a second language due to either societal or individual reasons. Some societal reasons may include school, jobs, or being able to speak in public places, like

restaurants and grocery stores. Individual reasons may be a desire to gain another language, a want to be able to talk to foreign family members, or having a specific interest in a culture that speaks the language. Fishman proposes three controlling factors in language choice for ELLs: group membership, the situation, and the topic. An individual who speaks more than one language will choose when to speak that language depending on where they are at and who they are with. For example, a student whose first language was Spanish may speak Spanish with their parents and other family members at home because that is the dominant language in the household. But, the student may choose to speak English at school because they may be forced to, the teacher may only know English, or their parents told them they have to because that is the dominant language in their surrounding community. This is similar to language choice based on the situation. A student may speak Spanish because his/her family is vacationing in Mexico for the summer and the main language spoken there is Spanish. A student may choose to speak English at a friend's house because the family only speaks English and only allows that language in the house. Language choice may also differ when it comes to different topics being discussed. For example, a student may only talk about food in Spanish because he or she finds that it is easier to describe it in that language, but he/she only talks about schoolwork in English because that is the language in which he/she is instructed. It is important to know when and why an individual chooses to speak each language in order to understand how to instruct him or her and how to best accommodate their learning and conversational needs.

The research and theories provided above have been widely accepted and practiced over the past several decades. There has been research conducted recently, however, that has challenged or attempted to challenge the results from it all. For example, there was a recent study about academic language arguing that “academic vocabulary is only a single component of a

constellation of academic language skills and the results provide initial empirical evidence that can help us move beyond the widespread metonymical confusion that equates academic vocabulary knowledge with academic language proficiency” (Uccelli, 2014). While Cummins had previously argued that academic language was one single entity, new research has suggested that there are multiple aspects of academic language, including vocabulary. There is also new research that argues that there is “evidence of a silent, non-verbal, pre-production, or receptive language stage” that is “limited” (Roberts 2013), unlike how it was previously thought. Before, it was believed that students go through a “silent period” where they don’t talk in the classroom for a certain amount of time. New findings have shown that this does not in fact exist and this silent period does not actually happen. There is more research and theory to be challenged and found, for second language acquisition is still a topic of interest, and researchers and educators are constantly trying to figure out ways to best accommodate instruction in the classroom for English language learners.

Three Main Instructional Contexts in Public Schools

In the United States, there are three main instructional contexts in public schools: transitional bilingual, dual language, and Structured English Immersion. These programs fall under the larger umbrella of bilingual education and the acquisition of a second language in one way or another. While each program has specific goals, they all involve the use of English in the classroom. Two of the programs, transitional bilingual and dual language, involve the use of an additional language in the classroom, but Structured English Immersion uses English only. When it comes to instruction, English is used in all three contexts. However, in dual language programs a second language is used equally, and in transitional bilingual programs a second language is used as a way to help students learn English. Each program has its own specific goal, each targeting a particular group, or groups, of students.

Transitional Bilingual Programs. The majority of bilingual education programs in the United States are transitional bilingual education (TBE) programs. The goal of these programs is to have students who are labelled as “limited English proficient” transition to an all-English classroom as fast as possible. Students are instructed and taught their grade-level content in their primary language for one to three years. During this time, they are also enrolled in English as a Second Language classes, sometimes in their own classrooms, for support as they acquire English. Some programs emphasize the importance of first language literacy as a foundation for literacy development in English, citing Cummins’ CUP theory, which states that students can draw on the skills learned in their first language to help them acquire a second language.

Transitional bilingual programs are often thought to be “language-as-problem” oriented because the primary language is looked as an issue to be overcome (Garcia and Baker, 2007). The student uses the primary language until he or she has gained the sufficient English skills to

transition to an English-only classroom. Once the student has become fully English proficient, he or she is completely in the mainstream classroom and rarely continues with ESL instruction.

Because the program does not provide support for the native language in school, and because the student is pressured to acquire English quickly, transitional bilingual programs tend to encourage assimilation and monolingualism.

Dual Language Programs. Even though TBE programs are the most common in the United States, research has shown that dual language programs can be more effective in helping students with different native languages succeed academically. These programs are thought to be “language as resource” oriented because the primary source is further developed and used to help in the acquisition of English as opposed to being something to overcome (Garcia and Baker, 2007). The goal of these programs is to have native English speaking students and non-native English speakers maintain their native languages and gradually acquire the second language. The eventual outcome would be that the students are bilingual and can speak, listen, read, and write in the core subjects areas in both languages.

The biggest difference between dual language programs and the other two programs is that two language groups are the focus of dual language programs, not one over the other. In transitional bilingual and Structured English Immersion programs, the non-native English speakers are the focus, with the goal of getting students to learn English as quickly as possible. In dual language programs, both non-native English and native English speakers are the targets, with the goal of both groups maintaining their first language and acquiring a second one. There are different ways in which schools and districts can implement their dual language programs, as long as they make sure to adhere to the goal of having teachers instruct and help their students learn and maintain both their first and second languages.

Structured English Immersion. During the 1960s, French Immersion programs became prominent in Quebec, Canada. The program was geared towards mostly English speakers in an attempt to teach them French and encourage bilingualism. The goal of the program was to “promote the acquisition of a second language by using it as the language of instruction rather than as the object of instruction” (2007 Survey of Canadian Attitudes toward Learning). Because the program seemed to be doing so well, some states in the U.S. have implemented their own versions of immersion, known as Structured English Immersion, or SEI. It is also sometimes referred to as Sheltered English Immersion. These programs serve all native languages in the pursuit of helping ELLs learn English as quickly as possible.

According to the California Department of Education, a SEI classroom setting is “where English learners who have not yet acquired reasonable fluency in English... receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language” (2014). This means that lessons are structured to build on students’ prior knowledge and experiences. This program was first seen in California in 2000 after being proposed in a proposition and passed by the voters in the state. Since then, similar programs have been proposed and implemented in Arizona as well. The goal of Structured English Immersion programs is to ensure that English language learners acquire English proficiently as quickly as possible through full, English only immersion and instruction. While SEI is similar to the French Immersion program, there are notable differences. For the purposes of this paper, I will focus on Structured English Immersion in the United States.

Lesson Planning for Each Instructional Context

Within each instructional context, there are many different approaches to developing a program, and even more approaches to lesson planning and the implementation of those plans. I decided to focus on lesson planning in these three bilingual instructional contexts because, while there is a lot of research on the different theories of second language acquisition, there are few recommendations for lesson planning for second language learners. I know that the theories are vital in understanding how a second language is acquired, but recommendations for planning are even more practical and useful for the classroom teacher, like myself. I will focus on Spanish as being students' native language because living in the Southwestern region of the United States has provided me with a lot of experience working with native Spanish speakers. In essence, I will focus on certain specifications for each instructional context with intent of helping teachers to lesson plan more effectively.

For all three programs, the suggestions for lesson planning will be based on the student populations in the respective programs. In dual language programs, there are native English speakers and native Spanish speakers. In transitional bilingual and Structured English Immersion programs, most of the students are non-English speakers. For the transitional bilingual program, the suggestions will be for a 90/10 model, where 90% of the planning and instruction will be in Spanish, and 10% will be in English. For the dual language program, the suggestions will be for a 50/50 model, where half of the planning and instruction will be in Spanish and the other half will be in English. For the Structured English Immersion program, the suggestions will be for the Sheltered Instruction Observation Protocol (SIOP) model, where all of the planning and instruction is in English. The conditions for each program model, as well as suggestions for lesson planning, will be explained in more depth in the following sections.

Transitional Bilingual. The 90/10 model in a transitional bilingual program is usually used for primary grades where non-native English speakers are provided a maintenance and enrichment program through the use of their native language and the introduction and use of English. This is usually done with the younger grades because the native Spanish speakers still need a lot of support in their native language. It starts with Spanish being used 90 percent of the time for planning and instruction, and English being used 10 percent of the time. As the students get older and they progress through each grade, the model usually changes where the planning and instruction for English becomes more dominant, and Spanish is used less and less. In most cases, by the end of second grade, students are expected to transition to all-English classrooms (IDRA, 2004). The overall goal of using a model like the 90/10 model in a transitional bilingual program is to help native Spanish speakers learn and speak English as quickly as possible. Because the target students of the transitional bilingual program are native Spanish speakers, the ultimate goal is to have them learn English. Due to this, lesson planning and instruction using the 90/10 model should mostly focus on quickly developing a foundation in English, using significant support from the students' native language.

There are many suggestions for lesson planning in a 90/10 model for the transitional bilingual program. The most important thing for teachers to keep in mind is the overall goal of helping native Spanish speakers quickly learn English (see Appendix A for a sample lesson plan). The following suggestions will also help teachers in planning for a lesson (Howard, 2005):

- Provide ample opportunity for speaking. Teachers need to monitor how much time they are talking and how much time students are talking, making sure there is a balance. Speaking will be in the native language first, and then English will be incorporated.
- Be meticulous when setting up tasks so that the student communication occurs around the content being taught.

- Have a clear understanding of the language goals of the lesson. Teachers might also want to provide students with model, or starter, sentences so that students feel more comfortable with how they say what they want to say.
- Provide students with basic interactive phrases to keep conversations going. This helps students talk to each other a little easier.
- Give students the chance to listen to the teacher speak, and listen to each other. This active listening will be a helpful model for how students should speak first in their native language and then in English.

Dual Language. The 50/50 model in a dual language bilingual program can be used in all grades starting in kindergarten all the way through middle and high school. This is because it “is based on the premise that two groups of students (each with different home languages, in the United States one being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages” (IDRA, 2012). This is the goal of a dual language program because both the native English and native Spanish speakers are becoming bilingual in both languages. In the 50/50 model, half of the lesson planning and instruction is in English, and the other half is in Spanish. Each core subject (reading, writing, and math) is taught equally in both languages, meaning that there is an equal amount of time allocated to teaching them in English as there is in Spanish. Each group receives literacy instruction in their native language, and the other subjects are introduced in the second language, with native language support. Literacy in both languages is vital because the students need to be able to read in both. It is the expectation that across the grade levels, students become more confident in their native language skills and more proficient in their second language.

Unlike the other two models, speakers in both language groups are the primary focus of this program model. The native Spanish speakers are given the chance to support their native language proficiency in the core content areas, which eventually helps strengthen their acquisition of English. The native English speakers are given the opportunity to develop skills in their native language while they acquire a second language. Because they maintain their use of English as the majority culture, their English skills don't diminish while they are immersed in the new language (IDRA, 2012). Lesson planning and instruction using the 50/50 model should focus on helping both groups develop their native language and acquire a second one.

There are many suggestions for lesson planning in a 50/50 model for the dual language bilingual program. Teachers should always keep in mind the main goal of helping both speakers maintain their native language while learning a new one (see Appendix B for a sample lesson plan). The following suggestions will also help teachers in planning for a lesson (IDRA, 2012):

- Start with familiar words, phrases, and commands in the students' native language to reinforce their skills in order to help build a strong foundation in their second language.
- Focus on core academic curriculum in each language. It is important that there is an equal balance of planning and instruction in both English and Spanish so the students have a clear understanding of each subject in both languages.
- Use thematic units to incorporate high quality language arts instruction in both languages. Thematic units are consecutive lessons with a specific theme. The lessons in the units can transfer across subjects, creating strong connections in each and between both languages.
- Have a complete separation of the two languages without translating or repeating lessons. This provides consistency and requires the students to think, speak, write, read, and be fully immersed in one language at a time.
- Use collaborative, interactive teaching strategies. One of the best ways students learn is when they are able to work with and speak to each other. They can reinforce their familiar and newly acquired language skills by conversing and practicing with each other.

Structured English Immersion. There are different approaches to Structured English Immersion (SEI), and the Sheltered Instruction Observation Protocol (SIOP) model is just one of them. It is commercially available for districts to purchase and utilize to help teachers plan for and instruct English language learners. In fact, several districts in Arizona use this model. The SIOP model for the SEI program can be used in all grades from kindergarten to high school. This is because it provides teachers with a way to plan and execute lessons that help ELLs gain knowledge in academic content areas while also acquiring the English language, regardless of age or grade (CAL, 2014). The idea behind SEI is that English instruction is “structured,” meaning it is purposeful and planned in a certain way that teaches students how to speak, read, and write in English. The model is known to “bring about significant academic and language gains not only for English learners, but for all students” (Vogt, 2015). This because the structure and various strategies are so useful that it helps all kinds of learners and speakers understand what they are being taught.

In the SIOP model, all of the lesson planning is in English because it is believed that English language learners best acquire English in a structured, purposeful environment. In this brand name, packaged program, there are eight components and thirty instructional features that teachers must include within their lesson plans to effectively implement the model. It is theorized that by incorporating these components into each lesson, the intent is that ELLs will learn English quickly while keeping up with the academic content at their grade level. Like the transitional bilingual model, the primary focus is on non-native English speakers. They are not given the opportunity in the classroom to maintain their native language because all instruction and assessment must be in English. The effects of the SIOP model can be beneficial to all students because it is an approach that is intended to increase English language proficiency.

Lesson planning and instruction using this model should focus on helping ELLs acquire English swiftly while teaching them their grade level subject content, all in the classroom.

There are several suggestions for lesson planning using the SIOP model for the SEI program, all of which follow a very similar format and template. Teachers should keep in mind the main goal of helping non-native speakers learn English as quickly as possible while also teaching academic content (see Appendix C for a sample lesson plan). The following suggestions will also help teachers in planning for a lesson (Vogt, 2015):

- Use the students' native language for clarification. This will give them support as they acquire their second language.
- Incorporate visuals as often as possible. This will help students picture the concepts and words in their heads, aiding them in their understandings.
- Make sure activities are meaningful to the students. The more realistic and meaningful the activities, the more the students will internalize the concepts.
- In each lesson, make sure the planned activities incorporate most, if not all, of the four areas of language (reading, writing, speaking, and listening). The more practice ELLs get with each, the more their proficiencies will increase.
- Provide ample practice and application of each lesson's key content and language concepts. This will support the content and the language objectives, which are very important criterion.

Discussion

Bilingual education is a topic full of infinite information, opportunities, and possibilities. Educators continue to research and implement new, improved ways to teach English language learners that give them more opportunities for success. Whether it be a transitional bilingual, dual language, or Structured English Immersion program, ELLs can learn and grow along with their native English speaking classmates. When it comes to planning for any of the three programs, the two biggest differences and considerations teachers need to keep in mind are the target students and the intended goals and outcomes of those programs. In transitional bilingual and SEI programs, teachers are planning for non-native English speakers, with the main goal of having these students acquire English as quickly as possible. In a dual language program, teachers are planning for both native and non-native English speakers, with the main goal of having all students develop skills in their native languages and acquire a new one. As I have discussed in the sections above, there are a number of different approaches to lesson planning in these programs, but these considerations for each will consistently be the same.

There will always those who claim one program is better than the other, but the most important thing to keep in mind is that any program can be successful if it is implemented correctly. If educators are dedicated to and focused on the goals for each bilingual program, every student, regardless of their native language, will be given the chance to progress through each grade, learning and achieving success every step of the way.

Appendix: Sample Lesson Plans

Appendix A: Transitional Bilingual Program Sample Lesson Plan (90/10 Model)

**This lesson is for first grade mathematics where lesson planning and instruction is all in Spanish*

Lección Tema: Mostrando hora en un reloj y emparejando cada clase tema con su hora de inicio.

Estándares:

Estándares de Aprendizaje de Illinois para Matemáticas

- 7.A.1b. Unidades de medida de tiempo utilizando instrumentos adecuados (por ejemplo, calendarios, relojes y relojes, tanto analógicas y digitales)

Estándares de Aprendizaje de Illinois para las Artes del Lenguaje

- 4.A.1b. Hacer preguntas y responder a las preguntas del profesor y de los miembros del grupo para mejorar la comprensión.
- 4.A.1c. Siga las instrucciones orales con precisión.

Preguntas guía:

- ¿Cómo decir la hora nos ayudan todos los días en la escuela y en la vida?
- ¿Cómo calculamos el tiempo?

Objetivos:

- Estimación de tiempo, usando sólo la mano hora
- Entender el movimiento hacia la derecha de las manecillas del reloj
- Coincidencia de las actividades escolares diarias con horas de inicios aproximadas

Habilidades de idiomas (Oral):

- Decirle a tiempo utilizando el contador de tiempo de horas (en punto)
- Hacer una pregunta mediante la construcción de oraciones interrogativas, utilizando el signo de interrogación para cambiar una declaración en una pregunta:
 - (¿Qué hora es ahora? *What time is it now?*)
 - (¿Qué hora es ____? *What time is ____?*)
- Utilizando el patrón de oración (Es ____ en punto. *It is ____ o'clock.*) para indicar qué hora comienza sujetas a la escuela
- Uso de (aproximadamente), (justo antes ____ *just before* ____), (justo después de ____ *just after* ____), y (entre ____ y ____ *between* ____ *and* ____) para estimar el tiempo.

Habilidades de Pensamiento/Estudio:

- La secuenciación de las actividades diarias de la escuela de acuerdo a los tiempos y la aplicación de la habilidad en otras situaciones

Materiales/Recursos:

- Escuela tarjetas temáticas: tarjetas de la palabra y las figuras correspondientes
- Relojes hechos por los estudiantes (uno por estudiante)

- Seis relojes adicionales para indicar la hora de inicio de las asignaturas
- carta de bolsillo
- Papel de construcción de vocabulario clave

Motivación:

Todo el grupo de actividad

- Mostrar el reloj hecho a mano hizo el día anterior y revisar cómo mostrar y decir la hora exacta.
- Resumir y revisar lo que los estudiantes se dieron cuenta de los relojes de la jornada anterior.
- Recuerde a los estudiantes que los relojes hechos a mano son diferentes de los relojes reales en el aula.
- Señale las tarjetas de vocabulario, [mismas] y [diferentes], en la tabla de opciones.
- Diga a los alumnos que van a aprender a estimar el tiempo y que van a hacer un reloj que muestra la hora de inicio estimada para cada sujeto.
- Aclarar lo que significa estimación mostrando ejemplos.
- Añadir (tiempo estimado) a la lista de palabras.

Enseñanza/Actividades de Aprendizaje (35 minutos):

Todo el grupo de actividad

- Use un lenguaje de estimación (por ejemplo, fui a ver una película alrededor de las 7:00 y llegó a casa 9:00-10:00; me fui a la cama justo después de las 11:00, me levanté justo antes de las 6:00.).
- Pida a los estudiantes acerca de sus actividades y representar a los tiempos que dicen en el reloj.
- Haga una lista de palabras de estimación de tiempo de referencia.

La actividad en pares:

- Los estudiantes practican decir la hora con sus compañeros de actividades.
- Los socios se turnan para fijar la manecilla de hora y decir la hora aproximada.
- El profesor fomenta un movimiento hacia la derecha de la mano del reloj.

Todo el grupo de actividad:

- Reúna a los estudiantes en el suelo delante de la pizarra en la tabla de opciones está colgando.
- Revise el horario del día escolar del uso de las tarjetas de palabras.
- Coloque las tarjetas de palabras en la tabla de opciones en orden de acuerdo a la programación. Utilice (primero *first*), (próximo *next*), (entonces *then*), (última *last*)
- Mostrar los escolares sujetos tarjetas con imágenes y las ponen sobre la repisa de la pizarra.
- Más de cada tarjeta con la clase y tienen voluntarios coinciden con los de imagen y tarjetas de palabras.
- Coloque las tarjetas de imagen junto a las correspondientes tarjetas de palabras.
- Use un lenguaje estimación para discutir inicio aproximado y finalización de cada actividad en el horario diario. Haga que los estudiantes establecen sus relojes para cada

ocasión. Mostrar el reloj del maestro a los alumnos para que puedan comprobar el suyo para la exactitud.

- Diga a los alumnos que van a estar haciendo esto todos los días como parte de la actividad del calendario.

Valoración:

- La evaluación informal a través de la observación, por ejemplo, cuando los estudiantes trabajan en parejas para usar el lenguaje de estimación a decir la hora, y cuando los estudiantes utilizan sus propios relojes para mostrar el tiempo especificado por el maestro. Debido a que esta es una lección de matemáticas intensivo del idioma, los estudiantes la comprensión del vocabulario será clave para su éxito de contestar las preguntas de la maestra y participar con sus parejas. El profesor también debe asegurarse de tener en cuenta el comportamiento de los estudiantes no verbal, es decir, cómo se mueven las manos en sus relojes personales, para comprobar la comprensión.

Extensión:

- Pida a los estudiantes para averiguar los tiempos para sus actividades después de la escuela, tales como clases de música, la práctica de deportes, tareas y la cena. Enviar una nota a casa para animar a los padres a utilizar hora prevista para las actividades con sus estudiantes, tales como "que necesita para salir de su casa alrededor de las 4:00," o "tu papá va a volver a casa justo después de las 10:00 de esta noche."

(This sample lesson was taken from Thomas Dooley School in Schaumburg, IL off of the website: www.cal.org. It was translated to Spanish by Hilaria Courtright)

Appendix B: Dual Language Program Sample Lesson Plan (50/50 Model)

**These lessons are for a first grade social studies thematic unit on weather where half of the lesson planning and instruction is in Spanish, and the other half is in English*

¿Cómo está el tiempo?!

Antecedentes:

El tiempo es algo que los estudiantes pueden relacionar directamente con puesto que ven y experimentan todos los días. Los estudiantes definitivamente saben mucho sobre este tema, ya que es un evento todos los días. Los estudiantes deben saber algunos de los diferentes tipos de tiempo, pero tal vez no sepan cómo describirlos. Los estudiantes deben ser capaces de tener conversaciones significativas acerca de sus experiencias con diferentes tipos de clima, y ser capaz de escribir sobre ellos, así, con el apoyo.

Grado: primero

Estandares:

- Geografía: Ciencia Strand 6, Concepto 2. Identificar los objetos en el cielo (sol, luna, estrellas, nubes).
- Geografía: Ciencia Strand 6, Concepto 3. Comprender las características de los patrones climáticos y cómo afectan las actividades diarias.
- 1.MD.C.4. Organizar, representar e interpretar los datos con un máximo de tres categorías; Hacer y responder a preguntas sobre el número total de puntos de datos, ¿cuántos en cada categoría, y cuántos más o menos están en una categoría que en otro.

Preparación:

Objetivos de contenido:

1. Identificar ciertos objetos en el cielo: el sol, la luna, las estrellas y las nubes.
2. Recuerdan las características de los diferentes tipos de clima, incluyendo lo que se siente, se ve, e incluso huele en cada situación meteorológica.
3. Crear e interpretar una gráfica para el tiempo en la escuela durante el período de una semana

Objetivos de idiomas:

1. Describir oralmente y escriben características de los diferentes tipos de tiempo.
2. Escuchar la lectura en voz alta.

3. Escribir lo que saben, quieren saber, y han aprendido acerca de los diferentes tipos de tiempo en sus tablas SPA.

Materiales:

- *¿Cómo será el tiempo hoy?* por Paul Rogers
- organizador gráfico para el libro (tabla SQA)
- gráfico para las observaciones del clima
- lápices
- ordenador
- proyector

Vocabulario:

- soleado
- nublado
- viento
- lluviosa
- nieve
- sol
- luna
- estrellas

Motivación:

- ¿Qué tipo de objetos podemos ver en el cielo? ¿Cómo se relaciona esto a la intemperie?

Secuencia de Lección:

Anticipatoria:

El maestro pedirá a los estudiantes a pensar sobre lo que ven por encima de ellos todos los días. Él/ella le hará preguntas como: "¿Qué ves cuando miras al cielo? ¿Ve usted estas cosas todos los días? ¿Por qué o por qué no? ¿Por qué no es el cielo siempre lo mismo?" El proyector y el ordenador del profesor se usarán para buscar fotos de estos objetos, que no sólo ayuda a los estudiantes a visualizar los objetos, sino que también muestra a los estudiantes cómo conducir responsablemente la investigación en Internet. Los estudiantes discuten cómo los objetos como las nubes, el sol, la luna y las estrellas están en el cielo y cambian con cada momento que pasa. El cielo nunca se verá igual como lo hizo el día anterior porque el clima está cambiando constantemente.

La práctica y la aplicación:

El profesor tendrá estudiantes hablan con sus socios acerca de por qué el clima cambia, espero llegar a la respuesta que se debe a que la Tierra se está moviendo constantemente. A partir de ahí, el profesor introducirá las cinco palabras de vocabulario restantes: soleado, nublado, viento, lluvia y nieve. Entonces, el maestro leerá, *¿Qué hará el tiempo hoy?* por Paul Rogers. De antemano, los estudiantes analizarán los tipos de tiempo que ya conocen (o observaciones que han hecho) y el profesor escribirán lo que dicen los estudiantes sobre el organizador gráfico en la pizarra en la sección "Saber". Los estudiantes copiarán al menos uno de los puntos en sus organizadores gráficos.

Como se lee la historia, el profesor sugerirá que los estudiantes buscan en las ilustraciones para ayudar a determinar las características particulares de los diferentes tipos de tiempo. "Mira a los colores y el ajuste de cada página para ayudarlo. Hay colores más brillantes para describir la palabra soleado y colores más oscuros para la descripción de las palabras, lluvia, nieve y nublado." Los estudiantes escribirán al menos dos características en la sección "Aprendido" de sus cartas después de la lectura en voz alta.

Después de la lectura, el maestro le preguntará: "¿Quién nos puede decir una característica de una condición mucho viento? Sunny? Rainy? Nevado?" Él/ella escribir lo que se dice en la carta en la pizarra en la sección "Aprendido." Ahora, es el turno de los estudiantes para escribir al menos dos hechos que han aprendido en sus propias cartas. A continuación, los estudiantes tomarán un viaje rápido fuera para observar el clima de hoy. Se pedirá a los estudiantes a prestar atención al cielo y los objetos que son visibles. También deben pensar en cómo se sienten. ¿Cómo es la temperatura? Es brillante u oscuro? ¿Qué se puede ver en el cielo? Una vez que la clase se vuelve dentro, el profesor hará un seguimiento del tiempo de la semana en un gran pedazo grande de papel. Será exhibido en algún lugar en el salón de clases para la semana que los estudiantes puedan consultarlo cuando sea necesario.

Revisión/Cierre:

Para concluir la lección, los estudiantes hablar con sus parejas acerca de lo que ellos piensan que es lo más importante que aprendieron sobre el tiempo. También compartirán su tipo favorito de tiempo con sus parejas, lo que explica por qué es su favorito. Luego, unos estudiantes compartirán con toda la clase antes de continuar.

That Crazy Arizona Weather

Background:

Arizona weather is something students can directly relate to since they see and experience it every day. The students definitely know a lot about this topic because it is an everyday event, and they live in this location. Students should know some of the different types of weather in Arizona, but perhaps may not know how to describe them. Students should also be able to have meaningful conversations about their experiences with different types of weather in Arizona, and be able to write about them as well, with support.

Grade: 1st

Standards:

- **Geography: Science Strand 6, Concept 3.** Understand characteristics of weather patterns and how they affect daily activities.
- **1.W.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **Create: Concept 1- The student will develop, revise, and reflect on ideas for expression in his or her own art work. PO 001.** Contribute to a discussion about ideas for his or her own artwork.

Preparation:

Content Objectives:

1. Identify the types of weather in our state of Arizona, located in the Sonoran Desert.
2. Describe the monsoons that occur during the summer in Arizona.
3. Express their ideas about monsoons in Arizona through drawing and painting.

Language Objectives:

1. Listen to the read aloud.
2. Orally describe the weather in our state of Arizona, located in the Sonoran Desert.
3. Write four or five sentences describing a monsoon.

Materials:

- *Hip, Hip, Hooray, It's Monsoon Day!* by Roni Capin Rivera-Ashford
- paper
- pencils
- paint
- paint brushes
- water cups
- paper towels

Vocabulary:

- Sonoran Desert
- monsoon
- birthplace
- illustration
- interpret
- imagine

Motivation:

- What kinds of weather do we see in Arizona?

Lesson Sequence:

Anticipatory Set:

To begin the lesson, the teacher will build on students' background knowledge by discussing where each of them are from originally. The teacher and the students will have already shared their birthplaces with each other at the beginning of the school year, but they will refer back to it in order to see who has had experiences with Arizona weather and who might not have as much or any experience with it. To elicit background knowledge, the teacher will distribute notecards to each student. Students will be asked to write three things on their notecards: their birthplaces (or state in which they were born), a good experience with weather in that state, and a bad experience with weather in that state. Students will be given about five minutes to write their responses, and then get into groups around the room based on their birthplace (ex: individuals from Arizona will group together, students from California will group together, etc.) The teacher will assist them in forming these groups, and then once in their groups, they will share their weather experiences with each other. Each group will have a chance to talk together, and then they will choose one person from the group to report a quick overview of everyone's experiences to the whole class, hopefully finding that there are similarities and differences in and among the various birthplaces.

Practice and Application:

After sharing some weather experiences, the students will go to the reading area/carpet for a read aloud: *Hip, Hip, Hooray, It's Monsoon Day!* by Roni Capin Rivera-Ashford. The book describes the monsoon, its cultural significance, and how it is important in the Arizona desert. The teacher will encourage the students to pay close attention to the illustrations because they give a really great way to imagine what a monsoon looks like. After the read aloud, students will be asked to give feedback on the book, seeing if they liked it, if they were able to connect with it in any way, and if the pictures helped them to see a monsoon in their minds. The students will discuss the book for several minutes, and then return to their seats for the next activity. At their desks will be paint brushes, watercolor paints, water cups, paper towels, and paper to paint on. Students will paint a picture of how they imagine and interpret a monsoon would look like. The teacher will not tell them what colors to use or how to draw it, he/she will just remind them to think back to the discussion and what images they saw in the illustrations of the book. After painting, the

students will be asked to write four to five sentences about monsoons, including what they look and sound like, how they feel about monsoons, and even cultural aspects of the monsoon they learned from the book. This will probably be a two-day activity.

Review/Closure:

Once every student has gotten the chance to complete their paintings and written descriptions, there will be a quick art show to conclude the lesson. Students will have the chance to show their artwork to two people in the classroom. They will be given the opportunity to choose who they show their art to, but if they cannot pick partners in a timely, responsible manner, the teacher will step in to pick partners for them. Each student will be given three minutes to explain their painting to their partner, including why they used the colors they used, how they felt when painting a monsoon, and why they think the monsoon looks like the way they painted it to look. After the art show, the teacher will collect the paintings and display them either in the classroom or in the hallway outside next to the door. There will also be an informal group discussion to see whether the students are excited for monsoon season and why or why not, reiterating that this kind of weather can be found in few places, one of them being Arizona, the place where the students live.

(This sample lesson was taken from Hilaria Courtright in her Spring 2014 semester of methods at the University of Arizona.)

Appendix C: Structured English Immersions Program Sample Lesson Plan (SIOP Model)

**This lesson is for third grade mathematics where lesson planning and instruction is all in English*

PERIMETER SCAVENGER HUNT

Background:

Theme: Perimeter

Lesson Topic: Finding and comparing the perimeter of objects in the classroom

Background to Lesson: Students have studied the concept of area. They have learned and used different methods of finding the area of different shapes and objects (grid chart, inch tiles, and array models).

English Proficiency Levels: Intermediate

Grade: 3rd

Standards:

Common Core (Arizona)

- 3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Preparation:

Content Objective:

- SWBAT find the perimeter of a rectangle
- SWBAT justify their choice of measuring tool they use to measure the objects in the classroom

Language Arts Objective:

- SWBAT listen to each other when finding the perimeter of a rectangle
- SWBAT read and write the information on the Perimeter anchor chart
- SWBAT write the perimeter of various rectangular objects in the classroom

Key Vocabulary:

- perimeter/perímetro
- measure/medir
- border/el borde

Supplementary Materials:

- Perimeter Scavenger Hunt worksheets (two different types)
- Perimeter anchor chart
- Perimeter song
- markers
- rulers
- notecards
- unifix cubes
- pencils
- white board
- white board markers

Motivation:

- Before introducing the concept of perimeter, the teacher will activate the students' prior knowledge by asking students what they remember about the concept of area. The teacher will ask questions like, "What do you all remember about area? What is area? How do you find the area of an object?"
- After a quick discussion, the teacher will tell students that area is similar to perimeter, but perimeter is just the total measurement of the sides of an object, more specifically a rectangle. The teacher will then give the definition of "perimeter" and "measurement," having the students repeat after her. The teacher will then sing the "Perimeter Song," help the students learn by singing and displaying the lyrics on the board with hand motions, and then having the students sing along.
- After singing the song, the teacher will make sure students understand the concept of perimeter by having students turn to their partners to explain it. Then, a few students will share their explanations of perimeter with the class.

Presentation:

- Before beginning the activities, the teacher will review the content and language objectives to make sure that students know what is expected of them to do and what they will be learning by the end of the lesson.
- Once a clear understanding has been made, the teacher will pose this problem to the students: "Remember how we chose a border for the data wall? Well, I want to make a border for the white board to make it seem more decorated and festive. How can I find out how much of the border I will need? What can I use to measure? What will the perimeter be?"
- The teacher will first make sure that students understand what a "border" is, and then take ideas from the students as to how the perimeter can be found, eventually getting to the idea of moving the measuring tool along the sides of the white board and adding the measurements together to get the perimeter. For example, the perimeter of the white board is 268 inches if using a ruler. After finding the perimeter of the white board, the students will transition into the activity.

Practice and Application:

- After the opening task, the teacher will introduce the activity. Students will be asked to work with their predetermined carpet partners to measure different objects in the room to find the perimeter. Each student will be given a Perimeter Scavenger Hunt worksheet (two different types for the purpose of making sure students don't crowd around one object/area), and each pair will be given the option to use rulers, notecards, or unifix cubes to find the perimeter of the objects in the room. The worksheet asks them to find the perimeter of their desks, the book they are reading as a whole class, their math notebooks, and one of the tiles on the classroom floor. The teacher will show the students each item that needs to be measured before letting them work on their own.
- While the students are finding the perimeters, the teacher will walk around, listening and watching the students complete the activity. She will provide clarification when needed, ask prompting questions to help students think, and provide support to those who are struggling and need extra assistance.
- Students will measure the objects for about 20 minutes. If they need help, they know they can come to the teacher and turn to each other for suggestions and assistance. If students finish early, they can measure other objects in the room as a challenge, or convert the measurements of inches to feet if they used rulers, if they want to.
- After the 20 minutes have passed and most of the students have found the perimeter of the objects, we will come back together as a whole group to have a discussion.

Review and Assessment:

- To wrap up the lesson, the teacher will review the content and language objectives, asking students to give a thumbs up or down to indicate if we reached each of them. The teacher and students will also review the vocabulary words.
- Now that the students have had experience finding the perimeter of different rectangular objects, we will come together to discuss the perimeters they found. Some groups will have findings that are similar to the actual perimeters and others may have findings that are completely off. We will discuss how certain pairs found their perimeters and how we can improve our perimeter-finding strategies to come to the best conclusion, if need be.
- Students will also share which measuring tools they used to measure the perimeter of objects in the room, explaining why they used those specific objects.
- After most of the groups share their perimeters for each object and what they used to find those perimeters, we will complete the Perimeter anchor chart together, reviewing definitions and strategies in which to find the perimeter of a rectangle, always referring back to the activity.
- We will end the lesson by discussing other rectangular objects we can find the perimeter of, like a house, school, and classroom. We will also chorally review the definition of perimeter (the total of all the sides added together).
- In order to assess what students have learned, the teacher will collect their worksheets. She will be looking for not only for the perimeters they found, but also to see what objects they used to measure the perimeter and if they used any particular strategy, like drawing or counting. The teacher will also walk around during the activity to listen to students discuss their ideas with one another. She will be looking for the strategies

students use in finding the perimeter of the objects in the room, as well as their answers for the perimeters.

Extension:

- Teachers can have students estimate the perimeter of the school, and then actually measure the perimeter together to create a school of their own for the district. They will use the dimensions of the school to “build” their new one.

Perimeter Song

(sung to "The Farmer and the Dell")

Perimeter is around

Perimeter is around

Oh, oh, don't you know

Perimeter is around

You add up all the sides

You add up all the sides

Oh, oh don't you know

You add up all the sides

Perimeter Scavenger Hunt!

Directions: Find the perimeter of different objects in the classroom and explain how you found the perimeter. Work together, and remember, HAVE FUN!

Perimeter of desk=

Perimeter of book=

Perimeter of math notebook=

Perimeter Scavenger Hunt!

Directions: Find the perimeter of different objects in the classroom and explain how you found the perimeter. Work together, and remember, HAVE FUN!

Perimeter of desk=

Perimeter of book=

Perimeter of one tile on the classroom floor=

Models and Strategies			
Vocabulary			

(This sample lesson and worksheets were taken from Hilaria Courtright in her Fall 2014 semester of methods at the University of Arizona. The “Perimeter Song” was taken from Pinterest, and the graphic organizer was taken from Jesús Millán from Los Amigos Technology Academy in Tucson, AZ)

References

- Bilash, Olenka (2009). *Best of Bilash: Improving Second Language Education*. Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/home1.html>
- California Department of Education (2014). *Facts and English Learners in California*. Retrieved from <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- Canadian Council on Learning (2007). *2007 Survey of Canadian Attitudes on Learning*. Retrieved from <http://www.ccl-cca.ca/CCL/Reports/SCAL/2007Archive/SCALStructuredImmersion.html>
- Courtright, Hilaria (2014). Perimeter Lesson Plan.
- Courtright, Hilaria (2014). Weather Thematic Unit.
- Darnall, Hiroko (n/a). *Telling Time as an Everyday Use of Numbers*. Retrieved from <http://www.cal.org/twi/toolkit/CI/lessons/firstlesson.htm>
- “English language learners” (2011-2012). *National Center of Education Statistics*. Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=96>
- Garcia, Ofelia, & Baker, Colin (2007). *Bilingual Education: An Introductory Reader*. Library of Congress Cataloging in Publication Data.
- Grayson, Kristin (n/a). *Two-Way Dual Language Immersion Programs*. Retrieved from http://www.idra.org/IDRA_Newsletter/April_2012_Curriculum_Quality/Two-Way_Dual_Language_Immersion_Programs/
- Gordon, Jeanette (n/a). *Instructional Planning: Focus on English Language Learners*. Illinois Resource Center.

- Howard, Elizabeth, Sugarman, Julie, Perdomo, Marleny, & Adger, Carolyn T. (2005). *The Two Way Immersion Toolkit*. Retrieved from http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/toolkit_all.pdf
- Roberts, Theresa A. (2013). Not so silent after all: Examination and analysis of the silent stage in childhood second language acquisition. *Early Childhood Research Quarterly*. Retrieved from http://rampages.us/ecse602/wp-content/uploads/sites/567/2014/08/Roberts_2014_notsosilent.pdf
- Rodriguez, Jose L (n/a). *Defining Our Transitional Bilingual Program*. Retrieved from http://www.idra.org/IDRA_Newsletter/January_2004_Self_Renewing_Schools_Bilingual_Education/Defining_Our_Transitional_Bilingual_Program/
- Shoebottom, Paul (1996-2015). *Second Language Acquisition-Essential Information*. Retrieved from <http://esl.fis.edu/teachers/support/cummin.htm>
- Uccelli, Paola, Barr, Christopher D., Dobba, Christina L., Galloway, Emily P., Meneses, Alejandra, & Sanchez, Emilio (2014). *Core Academic Language Skills (CALs): An expanded operational construct and a novel instrument to chart school-relevant language proficiency in per-adolescent and adolescent learners*. Retrieved from http://dash.harvard.edu/bitstream/handle/1/11380186/Academic_Language_Uccelli_et_al_Final_Version.pdf?sequence=1
- University of Michigan (2000). *French Immersion in Canada*. Retrieved from http://sitemaker.umich.edu/356.hess/overview_of_the_canadian_program

Vogt, MaryEllen, Echevarría, Jana, & Washam, Marilyn A. (2015). *99 More Ideas and Activities for Teaching English Learners with the SIOP Model*. New Jersey: Pearson Education, Inc.