



# Up the Bar Consulting

## TEACHING FOR BILITERACY IN A NUTSHELL

### PRE-PLANNING

1. CONSIDER THE ESSENTIAL QUESTIONS THAT WILL BE EXPLORED THROUGHOUT THE UNIT OF STUDY.
2. DECIDE UPON THE ACADEMIC LANGUAGE THAT STUDENTS MUST LEARN IN ORDER TO ACCESS AND ANSWER THE ESSENTIAL QUESTIONS.
3. UNITS OF STUDY MAY BE CHUNKED INTO SMALLER SECTIONS, TO ALLOW STUDENTS MORE OPPORTUNITIES TO BRIDGE.
4. DECIDE WHICH AREA OF FOCUS FOR CONTRASTIVE ANALYSIS WILL BE ADDRESSED DURING THE BRIDGE PART TWO, DEPENDING ON THE NEEDS OF YOUR STUDENTS.

### SPANISH INSTRUCTION

1. HAVE STUDENTS BUILD BACKGROUND AND ENGAGE WITH THE ACADEMIC LANGUAGE AND CONTENT OF THE UNIT.
2. BY THE END OF THE STUDY, STUDENTS WILL HAVE A FIRM UNDERSTANDING OF CONTENT CONCEPTS, AND THEY WILL HAVE EXPLORED AND ADDRESSED THE ESSENTIAL QUESTIONS THROUGH A VARIETY OF HANDS-ON EXPERIENTIAL LEARNING TASKS.

### BRIDGE PART ONE

1. ASK STUDENTS TO ARTICULATE IN SPANISH THE KEY ACADEMIC TERMS THAT HELPED THEM ACCESS THE CONTENT CONCEPTS.
2. WRITE DOWN THE WORDS IN BLUE ON THE LEFT SIDE OF THE ANCHOR CHART.
3. SIGNAL A SWITCH TO ENGLISH USING A 'MAGIC SCARF' OR OTHER SYMBOL THAT DENOTES THE EXPLICIT SWITCHING OF LANGUAGES.
4. HAVE STUDENTS TURN AND TALK TO FIGURE OUT HOW TO SAY THE WORDS IN ENGLISH. (IF THEY DON'T KNOW A WORD, GIVE IT TO THEM.)
5. WRITE THE WORDS IN BLACK INK ON THE RIGHT SIDE OF THE ANCHOR CHART.

### BRIDGE PART TWO

1. USING THE BRIDGE ANCHOR CHART, GUIDE THE STUDENTS IN A METALINGUISTIC OBSERVATION.
2. CIRCLE ALL COGNATES.
3. HELP STUDENTS 'NOTICE' THE AREAS OF FOCUS THAT ARE PRESENT IN THE ANCHOR CHART. UNDERLINE THEM.
4. CREATE A SECOND CHART, A CONTRASTIVE ANALYSIS CHART, WHEREIN
  - A. THE AREA OF FOCUS IS EXPLICITLY STATED
  - B. EXAMPLES FROM THE BRIDGE ARE LISTED
  - C. STUDENT-INITIATED EXAMPLES ARE ALSO LISTED.

### EXTENSION TASKS

1. TAKING THE KEY TERMS IDENTIFIED DURING THE BRIDGE PART ONE, AND USING THE 4 DOMAINS OF LANGUAGE, STUDENTS TRANSFER THEIR LEARNING FROM SPANISH TO ENGLISH.
2. CONTENT CONCEPT UNDERSTANDING IS EXTENDED, NOT RE-UGHT!
3. FOCUS IS ON ARTICULATING CONTENT CONCEPTS IN ENGLISH USING KEY ACADEMIC TERMS LEARNED.