



CUNY-NYS INITIATIVE ON  
EMERGENT BILINGUALS

# Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study



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Gladys's parents are from contrasting regions of the Dominican Republic so translanguaging has always been an intrinsic part of her identity. At an early age, she became aware of the linguistic biases that her own family had towards the Spanish language varieties spoken in her home. Her interest in bilingual education also stems from her personal experience as an emergent bilingual student in NYC public schools. She was later drawn to the needs of bilingual learners while completing her BA in Elementary Education at Hunter College. Soon after, Gladys went on to receive an M.S.Ed. in the Dual Language Bilingual Childhood Special Education program at Bank Street College of Education.

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Living and teaching within a bilingual community peaked Tess's interest in the importance of maintaining language and culture through bilingual education.

Motivated by the experience in Galicia, Tess returned to New York to pursue a Master's degree in the Dual Language/Bilingual Childhood Special Education program at Bank

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### **Cristian R. Solorza**

Born in Tunuyán, Mendoza, Argentina, and raised in Queens, New York, Cristian R. Solorza is a product of a bilingual household. Growing up, Cristian spoke many varieties of Spanish and English with diverse language speakers in Queens. He spent his summer months in Tunuyán with his family using other varieties of Spanish, while enjoying the views of the Andes Mountains and surrounding vineyards. He embraces his translanguaging as an act of social justice and works to create safe spaces at home, in graduate courses, and in schools where individuals can use their entire linguistic repertoire.

He is currently the director of the Dual Language Bilingual Education & TESOL programs at Bank Street College of Education. Cristian has been part of the faculty since 2003, teaching courses in language acquisition, bilingual literacy, bilingual curriculum, and advising students in dual language bilingual and special education settings. He received an M.S.Ed. in the General and Special education Dual Language Bilingual Education program and an M.Ed. in School Leadership from Bank Street College of Education. In 2014, he joined CUNY-NYSIEB as a Field Specialist. Currently, Cristian is a doctoral student in the Urban Education program at the CUNY Graduate Center.

Cristian has a combined ten years of teaching experience in pre-school settings and as a New York City dual language bilingual education elementary school teacher. Since leaving the classroom, he has continued his work with individual schools and school districts as an educational consultant. He helps schools improve the design and delivery of programs for emergent bilinguals by supporting school/district administrators and ENL, special education, bilingual & monolingual classroom teachers in areas of literacy, assessment, collaboration, curriculum, and translanguaging.

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## ABOUT THIS GUIDE

This guide demonstrates how to include translanguaging spaces in dual language bilingual education (DLBE) programs. Many educators worry that the use of translanguaging in DLBE classrooms will lead to a “free-for-all” language-learning environment and that consequently, students will not learn either of the two target languages well. With deliberate planning, translanguaging pedagogy not only honors emergent bilingual students and their school communities but it also enhances dual language bilingual education programs and pedagogies. While the educators who created this guide worked in New York City dual language bilingual programs, this guide can be used and adapted by bilingual educators in other contexts.

In this guide, we offer a blueprint, or theoretical framework, for envisioning translanguaging in dual language bilingual education, practical examples to help translate theory into practice, and two sample units of study. Below is a brief overview of what you can expect in each chapter.

**Chapter 1** offers a reflection describing the initial difficulty the authors, as bilingual educators, experienced envisioning translanguaging in DLBE programs. It provides an overview of foundational bilingual education theories, including theoretical and pedagogical shifts needed for embracing translanguaging in DLBE settings.

**Chapter 2** provides a blueprint for translanguaging in DLBE. This chapter introduces five translanguaging components that we believe should be part of every unit of study in DLBE classrooms:

1. Translanguaging classroom-community development
2. Translanguaging pre-assessment
3. Translanguaging rings
4. Translanguaging spaces
5. Formative and summative language assessments

**Chapter 3** develops the first translanguaging component: ***translanguaging classroom community***. Reframing translanguaging as a community resource is a necessary and key component for inviting students’ full linguistic repertoires into bilingual classrooms. The chapter includes classroom examples to illustrate how community development can include a deliberate focus on linguistic diversity.

**Chapter 4** illustrates the use of ***translanguaging pre-assessments, formative, and summative language assessments*** to better gauge students’ linguistic resources. These assessments help bilingual educators see students as bilingual learners, *regardless of language*, so they may better differentiate for their content and language development.

**Chapter 5** includes two sample units of study to serve as blueprints for integrating translanguaging in DLBE curricula:

- 1<sup>st</sup> grade DLBE Unit of Study: “Family Photo” by Tess Leverenz and Bianca Frias
- 4<sup>th</sup> grade DLBE Unit of Study: “Native Americans of New York” by Gladys Y. Aponte and Timothy Becker

The units of study help the reader visualize how **ALL five translanguaging components** can be included in DLBE curricula. The chapter further illustrates how ***translanguaging spaces*** and ***translanguaging rings*** enhance differentiation practices within DLBE language allocations.

## Chapter 1:

### RE-IMAGINING DUAL LANGUAGE BILINGUAL EDUCATION TO INCLUDE TRANSLANGUAGING

Cristian R. Solorza

This project began as an invitation from Ofelia García to engage bilingual educators in re-imagining dual language bilingual education (DLBE) by including translanguaging. Initially, Gladys Y. Aponte, Timothy Becker, Bianca Frias, Tess Leverenz, and I had difficulty envisioning translanguaging spaces in DLBE classrooms. As DLBE educators teaching in New York, we know how much the English language permeates the language other than English (LOTE) classroom. Wouldn't translanguaging *undermine* a teacher's efforts to encourage students to speak a new language? *Why* would we want to *allow* our students to use English when we know how difficult it is to motivate students to speak a LOTE in DLBE classrooms? *Why* "contaminate" each language space when we have historically fought so hard to establish them in public education? These are real concerns/questions for teachers and school administrators working in dual language bilingual education programs. However, throughout this project we realized we had to amend strongly held beliefs in the field of bilingual education, as well as overcome deeply rooted personal biases about language. In this process, we also had to embrace something we all know—that students naturally translanguage—regardless of the language of instruction.

Eleven years ago, I took a doctoral course with Ofelia García at the CUNY Graduate Center and she introduced the idea of translanguaging. The idea that we translanguage within *one linguistic system*, instead of two (or more), boggled my mind. *How could there only be one linguistic system if I speak Spanish and English?* In her usual impassioned manner, Ofelia declared: *Languages don't exist!* She explained languages as social-political constructs, *not* as discrete cognitive structures. *How could languages not exist?!* I remember feeling resentful; as a DLBE educator and as a lifelong bilingual speaker, my whole linguistic/cultural identity depended upon the existence of both the Spanish and English languages. Although I initially rejected Ofelia's notions about language and translanguaging, I knew these ideas had important implications for DLBE pedagogy.

At the time, as an instructor in the Dual Language Bilingual Education programs at Bank Street College of Education I tried my best to find ways to include translanguaging (TL) in DLBE pedagogies. However, in practice, it was not possible to find legitimate spaces for TL in DLBE schools mostly due to two reasons: (1) strongly held theories about language upheld current DLBE program designs; and (2) strict language allocation policies made it impossible to validate the natural translanguaging of our students. These ideas are developed further in the following sections.

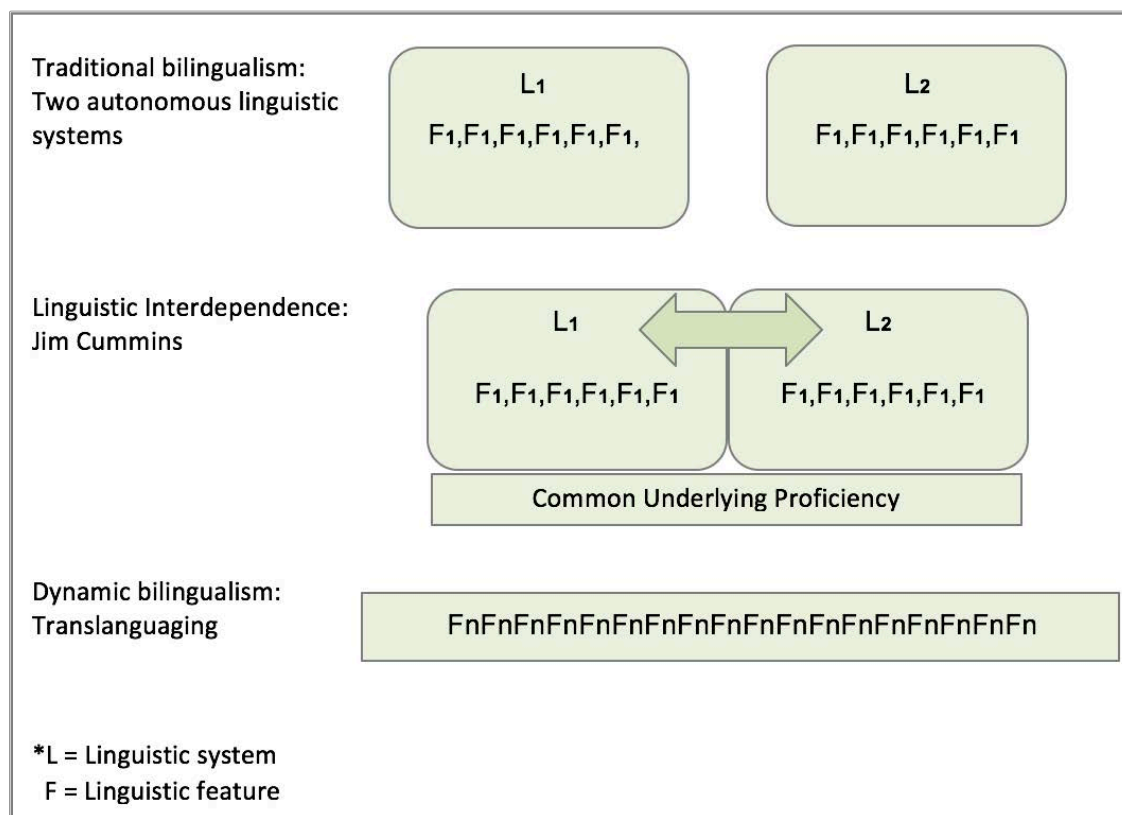
## Language Theories: Architects of DLBE Program Designs

In the early 1900s, Charles Rennie Mackintosh was commissioned to design a school that is now the Scotland Street School Museum in Glasgow, Scotland. Mackintosh's architecture and design reflected the educational ideologies of the time, specifically how girls and boys were educated. This is featured throughout the building, beginning with separate entrances for girls, boys, and infants (figure 1.1). The space internally is further divided up in order to support gendered curricular goals. For example, boys were taught metalwork in workshops while girls learned how to cook in a large kitchen. Girls and boys also played on separate playgrounds divided by a metal gate.



**Figure 1.1. Boys' entrance**

Similarly, theories about language have served as the principal architects of our current DLBE programs. DLBE program designs and language allocation policies represent our understanding of language and how emergent bilinguals learn languages. For instance, DLBE programs are primarily based upon the theories of *traditional bilingualism* and Cummins's *Linguistic Interdependence theory* (see figure 1.2). *Traditional bilingualism*



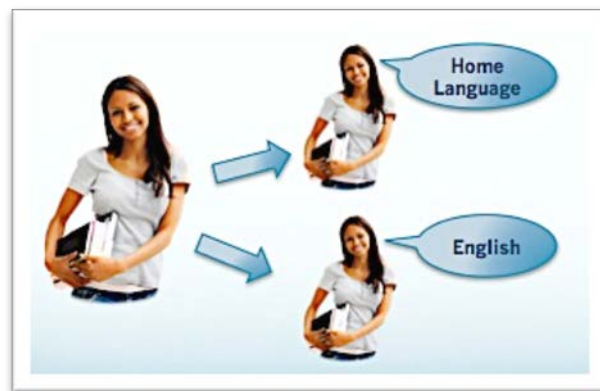
**Figure 1.2. Visual representations of traditional bilingualism, linguistic interdependence, and dynamic bilingualism theories (From García and Wei, 2014)**



theory conceptualizes the first (L1) and second languages (L2) as two autonomous linguistic systems. When a speaker switches between these two autonomous linguistic systems in an utterance, she/he/they\* is said to be *code-switching*, from one “code” to another.

Cummins’s *Linguistic Interdependence* theory (2000) builds on *traditional bilingualism* by stating that emergent bilinguals can transfer linguistic features (F1) such as sounds, concepts and literacy skills between two named languages<sup>1</sup>. DLBE programs mirror these theories by maintaining two distinct autonomous linguistic spaces: one for English and another for the LOTE. Depending on the language model, the named languages are separated temporally by half days, full days, weeks, and/or months, and spatially, by subject and through separate classrooms.

These theories impact how we conceptualize bilingual learners; we seem to think that emergent bilinguals develop the L1 and L2 in isolation as if the learner is composed of two languages (see figure 1.3). Classroom assessments further fossilize this notion. In bilingual education, it is often believed that language learners must be immersed in each language separately in order to fully develop



**Figure 1.3. Traditional bilingualism perspective of a bilingual speaker**

each language. The term *balanced bilingual* assumes the speaker has developed equivalent proficiencies in both the L1 and L2. In an often cited visual, Jim Cummins (2001) uses the metaphor of a bicycle to explain “the effects of bilingual education” stating: “one wheel can get you places...So can a big wheel and a little wheel...However, when your wheels are nicely balanced and fully inflated you’ll go farther...Provided, of course, the people who made the wheels knew what they were doing” (p. 171). The bicycle with two distinct, fully inflated wheels, or languages, is described as “balanced” and as providing the rider with the greatest advantage.

Translanguaging theory challenges and complicates these notions. *Dynamic bilingualism* (figure 1.2) explains that individuals have a single unified language system, in which each person holds a dynamic repertoire of linguistic features (Fn) used with various speakers in multiple contexts. In other words, bilinguals have *one* linguistic system with a repertoire of linguistic features belonging to two or more *named languages*. These linguistic features also include varieties within named languages that are often referred to as dialects, informal, or social language. When speakers select

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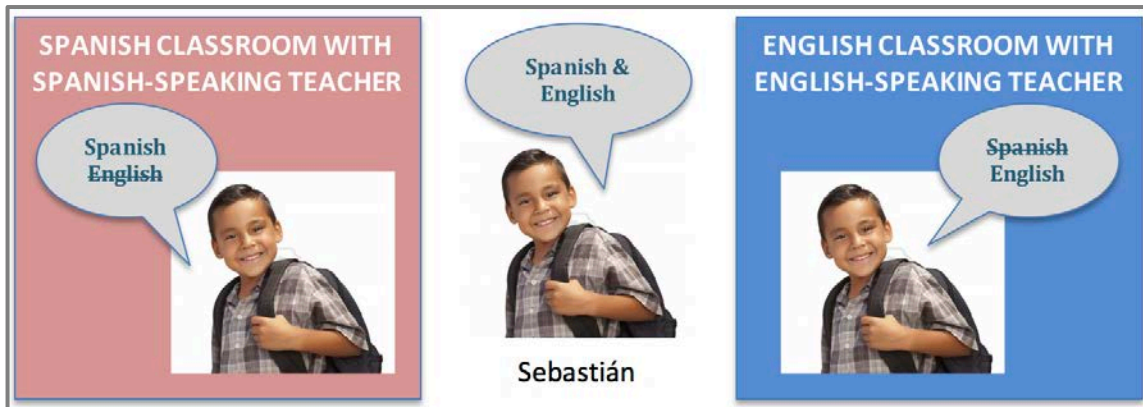
\* The pronoun *they* is used as a non-binary pronoun.

<sup>1</sup> *Named language* is a phrase coined by Otheguy, García & Reid (2015) to refer to a socially and politically named *language* such as English, Urdu, Mandarin Chinese, etc.



features from two or more named languages within this unified linguistic system they are said to be *translanguaging*. Speakers do not “code-switch” within *dynamic bilingualism* theory given that there is only *one* fluid and dynamic language system, not two “codes.”

These theories about language function as the principal architects of DLBE programs. Both the *traditional bilingualism* and Cummins’s *linguistic interdependence* theories play out in current DLBE classrooms and are deeply ingrained in pedagogical practices.



**Figure 1.4. Sebastián’s use of language within a dual immersion side-by-side bilingual model.**

In a weekly side-by-side DLBE model (see figure 1.4 above), Sebastián is expected to learn English in one room with an English-speaking teacher for one week<sup>2</sup> then move to the LOTE in another room where a different teacher speaks the LOTE for the following week. In each classroom, for the duration of a week, Sebastián is expected to only use the linguistic features associated with the academic/standard forms of each target language<sup>3</sup> while suppressing the others. It is assumed that this dual-immersion model provides the best language models while creating an environment that motivates and necessitates the use of that target language. Many believe that if the student is allowed to resort to their home language(s) then they will not feel the need to struggle and produce the target language. DLBE is designed to challenge Sebastián to perform monolingually in each linguistic space in order to develop both of his proficiencies separately via dual immersion.

If Sebastián doesn’t know the Spanish word for a concept (in the Spanish classroom), can he use English to express his ideas about the concept instead? In a typical DLBE program, the teacher would discourage him from doing so and redirect him to use the target language. “Aquí hablamos español. ¿Puedes intentarlo en español?” (We speak Spanish here. Can you try it in Spanish?) She may ask a peer to support him or direct him to a word wall/chart with the given information, then encourage him to try

<sup>2</sup> A week has been chosen here but the time designation for the language allocation varies by program.

<sup>3</sup> *Target language*: the intended language of instruction within the DLBE classroom. For example, in an English-designated space, English becomes the target language of instruction.

expressing his idea again entirely in Spanish. Based on Cummins's *Linguistic Interdependence* theory, DLBE teachers help Sebastián *transfer* the content and language that he learned in his home language into the target language. Although the teacher may be tempted to speak in English to support the child, she refrains from doing so as it is discouraged in the field, and remains in the target language.

As a DLBE educator, I too embraced these theories in my classroom, especially the strict language allocation policy. I worked hard to stay in the target language and learned how to teach two languages in isolation. I looked for authentic content resources in the target language, carefully planned curriculum in order to motivate students to use the language, and I trained myself to use the target language deliberately and as consistently as possible. Bilingual education has always been my passion, so I spent countless hours planning to make sure I provided my students with comprehensible inputs and scaffolds to meaningfully engage with the target language. I supported students' bilingual language development by assessing them in both languages and helped them transfer what they knew from one language to the other. I did my best to highlight the value of speaking another language and to make sure students challenged themselves to express their ideas clearly in both languages.

As much as I wanted to keep to the "integrity" of the language allocation, both my students and I inevitably translanguage throughout the day. I resorted to the "other" language when students didn't understand me and my students translanguage regardless of the target language. I spent a lot of time monitoring/policing and redirecting both my own translanguage and that of my students. I felt I was doing something wrong pedagogically and often felt guilty.

Although maintaining the target language seemed vital for my students' language learning it felt unnatural. *Dynamic bilingualism* and *translanguage* theories challenge these approaches and call for some flexibility within DLBE language allocation policies. It is also unjust that the only time students like Sebastián are legitimately allowed to use their entire linguistic repertoire in DLBE is *outside* of the classroom. DLBE program designs have become fossilized within the theoretical limits of *traditional bilingualism* and Cummins's *Linguistic Interdependence* theory. As educators, we must remain critical of our approaches and of the ideologies that create them. More importantly, we must strive to develop language pedagogies that honor and encourage students to use their linguistic repertoires more fully in classrooms.

Although well-intentioned, strict DLBE language allocation policies authorize deficit thinking for students, teachers, and school administrators. Although the distinction between *codeswitching* and *translanguage* may seem nuanced it has profound effects on how we perceive the abilities of our language learners. In bilingual education, *codeswitching* is often viewed as a weakness; if students use two or more named languages, or codes, interchangeably it is assumed that they have a limited vocabulary. Consequently, educators may end up perceiving students' language

abilities as deficient in one language or both. I've heard many teachers say: "The child can't speak either language well. He doesn't *have* a language."

Strict language allocation policies can also position educators as holding deficient language abilities. Many educators feel pressure to perform monolingually within a designated language space. They are expected to speak "grammatically correct" at all times, use the "correct" variety of language, and sound like a "native speaker." If they don't, then their ability to teach content in that named language is questioned by parents, students, colleagues, and school administrators alike.

Strict language allocations reveal deeply held biases about language use by privileging specific named languages, standard language varieties, and "native-like" accents. However, translanguage theory honors the full use of a speaker's linguistic repertoire, even when utterances are formed using a combination of linguistic features from two or more named languages. Speakers often translanguage deliberately to better communicate ideas even when they have the vocabulary to communicate the idea in a named language. In my work/observations in bilingual classrooms over the last decade, one thing that has become crystal clear: *students access all of their linguistic resources all of the time*. If a learner appears to not have the vocabulary needed to express an idea fully in the target language, we can't assume a language deficit. Instead, we must encourage language learners to deliberately deploy, negotiate, and leverage their full linguistic resources when engaging with new content and language.

Although the Scotland Street School Museum still carries the words *girls*, *boys*, and *infants* above its entrances, they no longer restrict access to students according to gender-assignment. It's also time for DLBE programs no stop restricting students' access to their full linguistic repertoires when each autonomous language space is explicitly labeled *English*, *Spanish*, *Mandarin*, etc. In this guide, we propose new pedagogical designs that build upon DLBE language allocation policies. We demonstrate how to include translanguage spaces in DLBE programs for the purpose of honoring our students' linguistic repertoires *all* the time. If we choose to ignore part of our learners' linguistic resources by strictly teaching in only one language, then we risk alienating and silencing the very students we hope will learn with us.

### **Teaching Students, Not Language: Every Learner has a Right to Translanguage**

Ofelia García often says: "Bilingual education cannot be for languages, it has to be for children" (personal communication, 2017). Although bilingual education was developed to legitimize the use of two named-languages in public schools, it was ultimately developed to provide a better learning environment for emergent bilingual students. We *teach students not language*. In DLBE we must find ways to develop bilingualism within the contexts where students live and it has to be "for the community, with the community, and by the community" (García, personal communication, 2017). When we accept traditional bilingualism theories without

questioning them and when we enforce strict language allocation policies, we are often teaching to a language and not to bilingual learners.

Sebastián's example in figure 1.4 demonstrates how we can decontextualize language instruction by restricting students' access to their full linguistic repertoire. Rather than validating students' diverse linguistic resources and regarding them as assets we position them as deficits. However well-intentioned our efforts, we end up treating language learners as objects (Freire, 1988) that must absorb academic language features while failing to see them as individuals that leverage language deliberately in power relations with other individuals. Bilingual education has to work for minoritized students, by learning how they use language within the social and political contexts of their communities.

By centering education upon the student, we realized: **every learner brings their own translinguaging space to EVERY language learning environment.** Therefore, teachers need to constantly assess students to understand how they deploy their linguistic resources in classrooms. Even as a DLBE educator I did not assess students' language development explicitly—I primarily evaluated their literacy and content knowledge in order to differentiate instruction. At the time, I had no appreciation of their diverse linguistic repertoires and I expected them to learn standardized rules for Spanish and English. I was indeed teaching to a language and not to bilingual learners; I focused on teaching a standardized curriculum instead of one that respected how students leverage their full linguistic repertoires to learn content.

I understand now that people access their entire linguistic repertoire when communicating with different people in various contexts. When I speak with a bilingual friend, I feel comfortable incorporating both Spanish and English words and phrases into my sentences. I consciously and unconsciously use "formal" and "informal" varieties of both named languages depending on my audience. On a daily basis our bilingual learners

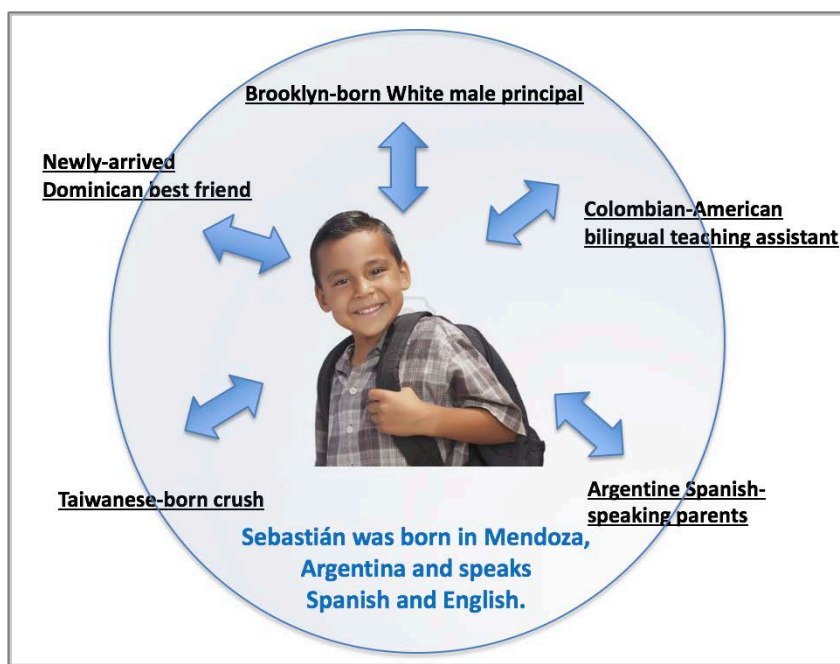
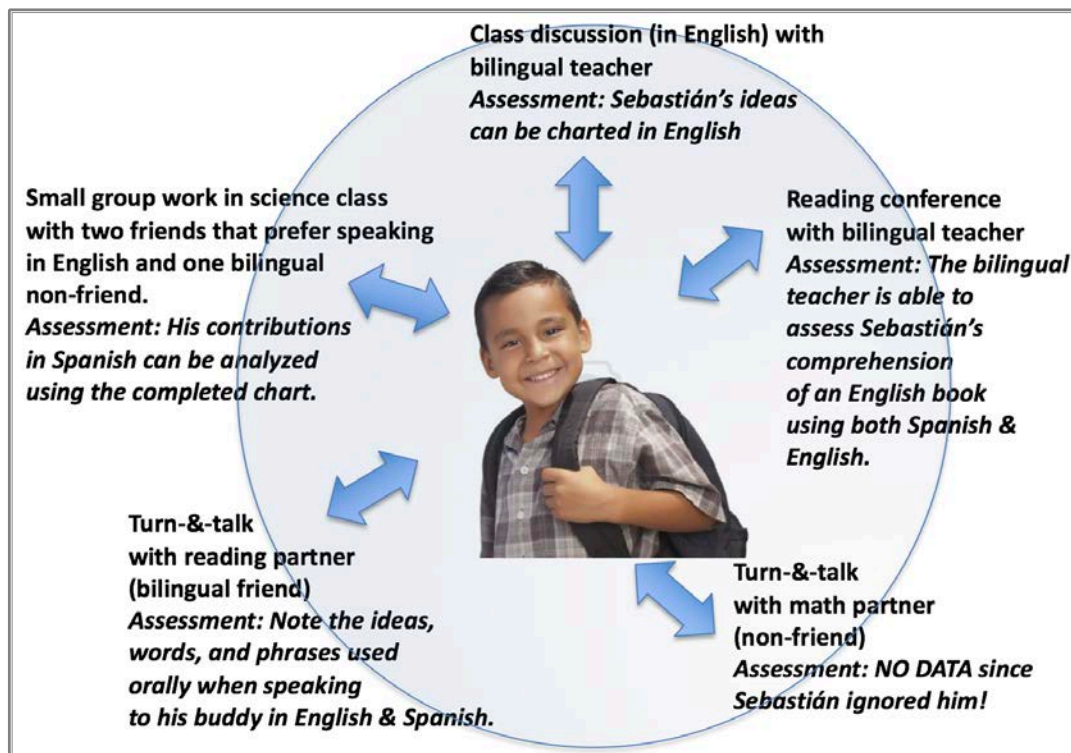


Figure 1.5: In a typical school day Sebastián interacts with a diverse audience.

interact with diverse groups of people and negotiate which language varieties are deemed most appropriate through relations of power. We use what we know about positions of power, race, religion, age, gender, and many other factors to approximate and deploy language features with others. In figure 1.5 above, we see examples of the some of the individuals Sebastián may encounter during a school day. The manner in which he interacts with his 60-year-old, White, male, Brooklyn-born principal will be very different from the way he engages with his age-equivalent, newly-arrived, Black, male, Dominican-born best friend. These interactions will also differ from the way he speaks with his bilingual parents, his teaching assistant, and let's not forget, his Taiwanese-born crush.

Sebastián's collective interactions with his audience define his *own portable translanguageing space*. Through multiple assessments, careful observation and listening we can begin to understand how he uses his single linguistic system in various contexts. In figure 1.6 below, Sebastián's use of linguistic features in both English and Spanish are assessed in several ways. For example, after a class discussion conducted in English, the teacher writes his English contributions on the class chart. During the turn-and-talk with his reading partner—who happens to be his best friend—the teacher notes how they translanguage by recording specific Spanish and English words and phrases used to convey ideas. Unfortunately, the teacher wasn't able to collect any data during this turn-and-talk in math, since he completely ignored his partner (non-friend). In particular, notice how the teacher translanguage during a reading conference in order to accurately gauge Sebastián's comprehension of an English text. By acknowledging students' translanguageing and utilizing assessments that go beyond



**Figure 1.6: Assessing Sebastián's translanguageing in a DLBE classroom.**

the production of only monolingual standards, the teacher is better able to gauge bilingual learners' understanding of *content and language*.

### **Conclusion**

Many educators worry that the use of translanguageing will lead to a “free-for-all” language-learning environment and that consequently, students will not learn English nor a LOTE well. This belief is centered upon language theories that honor standard forms of language instruction above the authentic linguistic resources students’ bring into classrooms. We believe that translanguageing does not undermine the DLBE learning environment, but strengthens it by creating instructional spaces where students can leverage what they know to engage meaningfully with language, literacy, and content knowledge.

In the same way that gender roles dominated the curricula and architecture of the Scotland Street School, named language ideologies dictate the pedagogies and designs of current DLBE programs. Therefore, our efforts to imagine new possibilities requires a critical resistance to long-established structures that are inherently opposed to translanguageing practices. In our re-design, we are stepping outside current DLBE models to create openings for translanguageing pedagogies by deliberately carving out spaces within strict language allocations.

In this guide, we offer a theoretical framework for envisioning translanguageing in dual language bilingual education, practical examples to help translate theory into practice, and two sample units of study. We hope this work challenges the field of bilingual education to further develop pedagogies and academic spaces that validate students’ linguistic repertoires more fully. We believe every student has the right to translanguage, to use their entire linguistic repertoire, and to bring their entire, authentic self to any academic learning environment.

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## Chapter 2:

### TRANSLANGUAGING AND DUAL LANGUAGE BILINGUAL EDUCATION: A BLUEPRINT FOR PLANNING UNITS OF STUDY

Ofelia García

Cristian R. Solorza

María Teresa Sánchez

#### **Introduction**

Dual Language Bilingual Education (DLBE) classrooms are known for their strict language allocation policies, with the two languages assigned to different spaces, times, subjects or teachers. The question then becomes, does translanguaging have a role in dual language bilingual education? The answer is a resounding Yes; and the units of study included here, developed by Cristian Solorza and his team (Gladys Y. Aponte, Timothy Becker, Tess Leverenz, Bianca Frias) are a blueprint for how to do it.

Before we go over the ways in which translanguaging theory has been incorporated into the units of study that follow, it is important to briefly outline why it is important to find a place for translanguaging within DLBE. Translanguaging theory purports that speakers develop their bilingualism only by incorporating new linguistic features into their existing repertoire. Thus, bilinguals do not simply “add” an autonomous language system that is external and separate —English, Spanish, French or any other named language. Instead, bilingualism is dynamic, as speakers *appropriate* new features into their single linguistic system and learn to selectively use different features from their own repertoire to communicate. Bilingual students are constantly negotiating their complex and dynamic language repertoire to adjust to the learning situation at hand, at times suppressing certain features, and other times leveraging them. But bilingual learners’ language repertoire is always available to them to make meaning and to learn, even when faced with tasks that ask them to perform in one language or another. That is, translanguaging theory takes into account the importance of performances by bilingual students in single named languages (the external perspective on language), while privileging the complex and dynamic language repertoire of the bilingual child (the internal perspective).

Because academic discourse requires an audience, all academic inquiry and learning is inherently developed in a social context. Teachers then must develop their students’ sense of audience. For bilingual students, this audience is sometimes monolingual and requires monolingual performances, and yet, other times, the audience is bilingual. The use of what some may view as “informal” bilingual practices and/or language varieties needs to be included as an integral and legitimate part of academic discourse, for it reflects an audience that is often left out of the school context. Translanguaging theory



plays a critical role in creating opportunities for bilingual students to use all of their linguistic resources, whether or not they are socially “acceptable” within specific academic learning contexts, to communicate with a bilingual audience, as well as to deepen their learning.

In summary, translanguaging in DLBE supports the importance of allocating the two languages to separate times, spaces, subjects or people so that emergent bilingual students use only one language, or said another way, employ only some of the features in their repertoire. But in addition, translanguaging in DLBE also opens up opportunities for students to use all the features of their linguistic repertoire in strategic ways to deepen their understandings and develop their linguistic performances.

In the separate allocation of two languages in DLBE, translanguaging offers two types of openings: the translanguaging ring and a translanguaging space. We first describe below these two types of openings — breaches in the strict language allocation policy of DLBE programs. The following section then explains how to plan units of study that incorporate these two openings.

## **Translanguaging: Openings in Dual Language Bilingual Education**

### ***Translanguaging Ring***

Students in DLBE classrooms are very different — some perform with ease in all modes (speaking, reading, writing) in both languages. But most students’ linguistic performances are very different, with some speaking better than they write, others reading better than they speak, and so on. And because bilinguals are never balanced, their performances in one or the other language are never quite the same. Students in DLBE classrooms are often expected to perform as monolingual speakers in each language space, using the language features that match the academic context. And they are often left to figure out the sociolinguistic and academic expectations within each language space on their own.

Dual language bilingual teachers who take up translanguaging theory understand how each child negotiates and uses their linguistic resources in different language spaces. For teachers, this awareness can only develop through deliberate and consistent assessment of individual students’ language practices in different contexts. Armed with these understandings of the language use of individual children, teachers can then differentiate, design learning experiences, and find instructional material that supports each child as needed. These teachers then build around each child what we call a translanguaging ring that the child can use (or not) for different tasks and when performing in one or the other language. This translanguaging ring serves as the child’s



lifesaver when immersed in a language in which they still cannot perform without assistance.

It is important, however, for DLBE teachers to know when to supply the translanguaging ring and when to remove it so that the child can swim by themselves. The units of study included here show how individual students are assisted by the translanguaging rings that teachers supply. These translanguaging rings can consist of differentiated instructional material, peer support, technology support, and other scaffolding mechanisms. Examples will be given in the units of study section below. Translanguaging in this case acts as a temporary scaffold until the emergent bilingual student gains the confidence to perform without it. Although the translanguaging rings are scaffold mechanisms, they are also transformative for the emergent bilingual children, giving them possibilities to learn and engage meaningfully and authentically with the lesson.

### ***Translanguaging Space***

Despite the separate spaces for performances in two separate languages, bilingual students must also be given opportunities to work within an instructional space where their fluid language practices are leveraged for greater understanding and learning of their named languages, as well as to legitimize the translanguaging practices of bilingual communities. To do this, DLBE teachers who take up translanguaging theory must decide how often to enact a classroom translanguaging space and for what purposes.

Students in traditional DLBE classrooms where languages are kept separate are seldom given the opportunity to compare and contrast the language features and discourse structures of their named languages, or the ways in which they are used. The practice of bringing the languages together for critical linguistic analysis is important because it enhances students' metalinguistic awareness and makes them better language users. Students are then able to assess how, when and why they use certain features of their language repertoire for different purposes. Students become aware of cognates, as well as false friends. They become better at metalinguistic reflection — *What is the word or phrase in Spanish or Chinese or French for the English? Are the messages different or the same? Why is it said differently?* In general, they become better sociolinguists.

In addition, despite the separate spaces for performances in two languages, bilingual students must also be given opportunities to perform academically using their entire language repertoire. Bilingual students must experience how published bilingual authors often use different language features of their repertoire to deepen the meaning of a story, to make it culturally sustaining, to give voice to different

characters, to express different realities. Bilingual students must also be encouraged to write stories and skits that reflect their full language repertoire to portray different voices. In so doing, a classroom translanguaging space offers the possibility of transforming the ways in which society and schools view the language practices of bilingual communities and children. The dynamic bilingualism of bilingual communities is often socially stigmatized and deemed inappropriate for official or schooling purposes, communicating to the children that their language use is not legitimate or valued. A classroom translanguaging space constructs a different sociolinguistic reality, transforming the ways in which bilingual practices are held, and acknowledging them as appropriate for academic purposes.

Translanguaging in this case is not temporary; it is not a simple lifesaver ring for individual children that can be removed when it is no longer necessary. Instead translanguaging is transformative, enabling the child's criticality, creativity, and multilingual awareness to emerge, and enabling a bilingual academic sociolinguistic reality. We argue that this use of translanguaging is essential in a DLBE program where students must develop strong bilingual identities that are not truncated or valued differently.

### ***A Blueprint for Planning Units of Study in DLBE with Translanguaging***

The units of study developed by Solorza and his team (Gladys Y. Aponte, Timothy Becker, Bianca Frias, and Tess Leverenz) are organized to incorporate both aspects of translanguaging — the external perspective of developing two languages, and the internal perspective of building the bilingual students' single language repertoire. They serve as a blueprint on how to organize instruction in DLBE programs that take up translanguaging theory.

The five components of the units of study with translanguaging identified below are appropriate for all types of DLBE programs:

1. Translanguaging classroom-community development
2. Translanguaging pre-assessment
3. Translanguaging rings
4. Translanguaging spaces
5. Culminating project/assessment

Components 1 and 2 consist of the preparation needed to set up the translanguaging rings and to create the translanguaging space. Component 3 and 4 (translanguaging ring and translanguaging space) are the actual openings created through a translanguaging design and introduced above. Finally, component 5 assesses the bilingual students' summative performances in the Unit of Study. Figure 2.1 outlines the components of the units of study, which we further describe below.

**Figure 2.1. Components of the Unit of Study in DLBE with translanguageing**

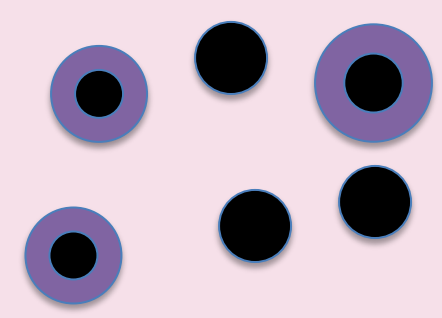
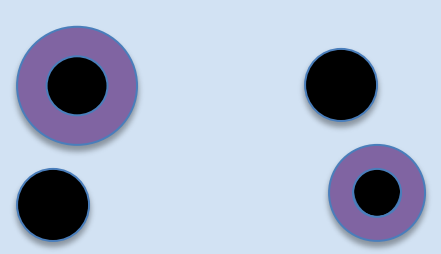
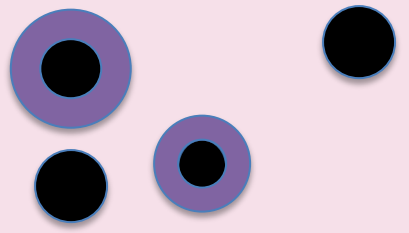
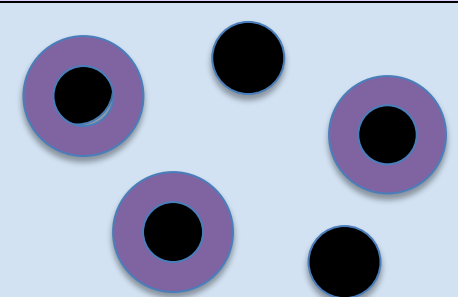
Component	LOTE Space (e.g. Spanish)	ENGLISH Space
1	Translanguageing Classroom-Community Development	
2	Translanguageing Pre-assessment	
3	Instruction & assessment in LOTE with <i>Translanguageing Rings</i> for individual children <sup>4</sup> 	Instruction & assessment in English with <i>Translanguageing Rings</i> for individual children 
4	Translanguageing Spaces (as needed)	
		
5	Culminating Project/Assessment	

Figure 2.1 demonstrates the two separate language spaces used in DLBE in which the LOTE is represented in red and English in blue. The mix of blue and red create the purple translanguageing spaces where both languages are used as resources. Children are depicted as circles. Those that have been assessed as needing translanguageing supports are depicted with rings. Note that the children needing translanguageing rings in the LOTE are not necessarily the same as those needing rings in English and that depending on the task, the children needing translanguageing rings also change. The culminating project can be in the LOTE, in English, or in both languages depending on the goals of the unit final assessment.

## **1. *Translanguaging Classroom-Community Development***

DLBE teachers who take up translanguaging theory envision a classroom community where students feel confident using their entire linguistic repertoire while also developing agency to negotiate and decide upon which language features serve their communicative and learning purposes best. But this classroom community is not a given; rather it has to be carefully built by the teacher. This is most important since bilingual students learn very early that their language practices are not welcomed in school, and that their translanguaging practices are not appreciated even in DLBE classrooms that are supposed to support them. Thus, in order to have students leverage translanguaging, teachers need to develop a sense of classroom community that supports these practices. That is the reason why the units of study in DLBE with translanguaging start with the community development piece. For example, in their unit, Gladys Y. Aponte and Timothy Becker pay attention to first developing students' positive attitudes towards linguistic diversity and translanguaging. They do so by establishing consistent classroom routines and providing students with instructional and technological material, as well as peer groups that support translanguaging practices.

In developing a translanguaging classroom community, teachers clearly describe their expectations for interacting with language and content during instructional spaces designated for English, those designated for the LOTE, and those designated as a translanguaging space. As students get used to the fact that translanguaging practices are allowed and appreciated at times and for specific purposes, there is a sense of a classroom community that truly supports different linguistic practices.

## **2. *Translanguaging Pre-Unit Assessment***

Bilingual teachers need to be able to assess students' language performances holistically, both in English and in the language other than English. They need to know, for example, what vocabulary the child knows in English and what they know in Spanish, how the child reads and writes in one language or the other. In order to assess the child's ability in both languages, the Units start by giving students the freedom to perform using their entire language repertoire. The teacher then gets a picture of how well the child understands the content of the lesson, regardless of whether he or she can perform in one language or the other. Additionally, the teacher then starts to holistically understand the linguistic potential of the child. Is the student a strong speaker? A competent finder of text-based evidence? Does the student make relevant inferences from reading? Can the student construct an argumentative text? Does the student know the vocabulary required for the content of the lesson and the discipline? In which language or language variety do they know it?

Once the teacher ascertains what the child knows in one language or the other, instruction (and assessment) in the separate English space and LOTE space is ready to start. The teacher then begins the Unit with holistic understandings of the child's

language repertoire and the ways in which s/he uses it for academic tasks. For example, at the beginning of their 4<sup>th</sup> grade unit on the Lenape and the Haudenosaunee, Gladys Y. Aponte and Timothy Becker ask their students to respond to a series of homework prompts in Spanish, the language of the lesson, but encourage them to use English words and phrases as needed. The next day, during a whole group share the teacher adds her students' understandings to a bilingual chart; Spanish words are written in red, whereas English words are noted in blue. This practice not only embraces students' linguistic resources but it also provides the teacher with access to the Spanish and English words, phrases, and ideas students know and use. This increased awareness of content and language is necessary for the next step in the Unit design: the translanguaging rings for individual children.

### ***3. Translanguaging Rings***

During this time in the unit design, instruction takes place in either English or the LOTE, depending on the language allocation. But armed with the pre-unit assessments, teachers can then supply translanguaging rings by differentiating and designing learning experiences and language reference materials that support each child's comprehension and participation in the lesson. These translanguaging rings are supplied for specific tasks and languages. For example, a child who needs translanguaging as scaffold in English might not need it in the LOTE. And a student who is truly new to the language may first be supplied with a translanguaging ring, which then is taken away after their performance becomes more experienced. For example, in the English day/week, a student may be given a book in the LOTE to interact with new content and asked to use a bilingual dictionary to label a few ideas in English. That is, the translanguaging ring is differentiated for each student within each language-specific space depending on the task s/he is performing and their specific language needs. The translanguaging ring comes off or on because instruction and assessment are intertwined, and the teacher is always closely observing how students use language and what they can do within each language space.

### ***4. Translanguaging Space***

Designated translanguaging spaces in DLBE allows students the freedom to use any feature of their linguistic repertoire. This provides a space where students can transform and recompose their linguistic and content learning, as well as gives teachers an opportunity to assess students' academic performances. For example, because paired biliteracy has been shown to be of more consequence than sequential biliteracy, during lessons in the translanguaging space students are given the freedom to write stories and skits using their entire language repertoire authentically, to read in any language they wish, or to research the topic of the lesson using the many languages of the Internet.

The teacher uses this space to demonstrate to bilingual students that the way in which they use language at home and in their communities can be represented also in school,

without the stigma that it sometimes has. For example, teachers discuss words and phrases that cannot be adequately translated because they express practices unique to their home and community. These conversations develop metalinguistic understanding while empowering students to use their diverse language practices deliberately when speaking and writing.

In short, this translanguage space is used to validate students' bilingual practices and bilingual identities, and to work against the linguistic hierarchy that positions English as more valuable than the LOTE, and languaging solely in one language as more valid than the fluid bilingual use characteristic of translanguageing. In this free and equitable space, bilingual students are allowed to speak in ways that reflect their bilingual lives, to reflect on the differences between one language and another, as well as on the sociopolitical context that creates the differences and the hierarchies. Teachers must ensure they have collected a rich source of instructional and reference materials that represent the students' entire language repertoire.

### ***5. Culminating Project/Assessment***

Depending on the teacher's objectives and goals for the Unit of Study, the culminating project can be in one or both named languages. If the goal of the final project is to assess students' linguistic competence in one language, then teachers must acknowledge that students are using a smaller portion of their linguistic repertoire. However, it is important for teachers to keep in mind that in order to gain a fuller understanding of what students know, one must provide assessments in the other language as well, or design bilingual culminating projects. Regardless of the language of instruction, students must be given the freedom to access their entire linguistic repertoire within translanguageing spaces or by providing translanguageing rings.

The units of study provide two examples of culminating projects: one that asks students to perform bilingually and one that requires the use of one specific language. In the 1<sup>st</sup> grade culminating project, students share their bilingual family study with their own diverse families, establishing a natural environment for students to use their linguistic repertoire flexibly based on specific audience members. In the 4<sup>th</sup> grade culminating project, students write a comparative essay in only one language. However, the 4<sup>th</sup> grade teachers still allow students to access their full linguistic repertoire by creating deliberate translanguageing spaces within the unit and by differentiating with translanguageing rings.

### **Conclusion**

The units of study give us a blueprint for what might be done in DLBE classrooms so as to develop the bilingualism and biliteracy of all students, regardless of their initial language background and profiles. The blueprint preserves the traditional space for each of the named languages, while establishing translanguageing spaces for students to

access their full linguistic repertoire, as well as creating differentiated translanguaging rings for students needing instructional and linguistic support in one or both languages. Translanguaging is a theory that both acknowledges the external existence of languages, as used in schools, as well as the internal existence of the bilingual repertoire of the child.

## Chapter 3:

### TRANSLANGUAGING CLASSROOM COMMUNITY DEVELOPMENT

Cristian R. Solorza

Gladys Y. Aponte



Photo: Linguistic diversity mural painted by 4<sup>th</sup> grade DLBE students at P.S.149 Queens, New York

During the beginning of the school year, educators are busy establishing clear and consistent classroom routines and management systems. They work hard to create an environment in which students can feel safe to learn. We find that classroom management goes hand-in-hand with community development; if students don't learn to engage with peers respectfully then honoring students' individuality is difficult to foster. In addition, if we are to invite the whole learner to communicate freely using their entire linguistic repertoire, then *translanguaging classroom community development* must also occur. This chapter discusses two components of a DLBE Unit of Study with translanguaging: (1) *translanguaging classroom community development* and (2) *translanguaging spaces*.

We envision a DLBE classroom community where students feel confident using their entire linguistic repertoire to choose the linguistic features that are most meaningful to them. Students should see themselves and others as language resources, where they can dig into their "language bank" and feel they have something valuable to share with others. As any experienced teacher knows, building a classroom community with that level of empowerment and metalinguistic awareness will not happen overnight or even within the course of a single unit of study. Students need to engage in translanguaging practices for many years in order to feel truly empowered to use desired linguistic resources, especially when particular language features are not valued in academic settings. Therefore, before starting any unit of study in DLBE classrooms, we imagine teachers will want to develop positive attitudes towards linguistic diversity, metalinguistic awareness, criticality about language use, as well as establish classroom routines/structures that support these. Most importantly, we envision a committed translanguaging DLBE educator that uses translanguaging as an instructional practice and a constant resource in DLBE classrooms.



The following section outlines recommendations for building *translanguaging spaces* that allow for *translanguaging classroom community development* practices to develop within DLBE classrooms.

### Use Designated Colors to Identify Named Languages

DLBE teachers use consistent and specific colors when creating class charts in the LOTE and English. Traditionally, languages are separated onto different charts and/or designated to different parts of the classroom. DLBE teachers have been trained not to translanguage on charts or offer side-by-side translations in fear that students will only refer to the language they know best, ignoring the target language of instruction. Although we don't suggest putting

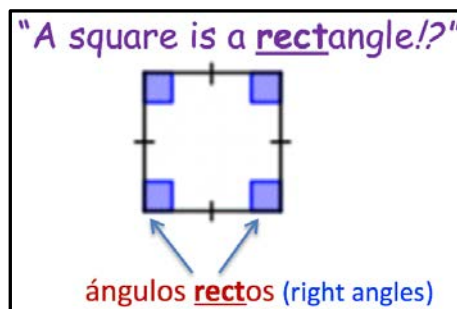


Figure 3.1. Bilingual Chart

side-by-side translations on every chart, the use of distinct colors to distinguish each named language welcomes metalinguistic analysis. By placing both named languages on one chart teachers can elicit students' linguistic and content understandings. For instance, in figure 3.1, a study of etymology helps students make linguistic comparisons between English and Spanish, as well as mathematical connections (in this case, they discuss the relationship between *ángulos rectos* [right angles] and *rectangles*).

### Establish Translanguaging Spaces

In this curriculum, there are times when students are expected to perform in the named language as closely as they can, and times when we encourage flexibility. As you read in the previous chapter, the spaces when we invite students to freely draw on all their linguistic resources are referred to as *translanguaging spaces*. Students who are part of traditional DLBE program encounter teachers who actively discourage translanguaging. Therefore, students need official visual cues that signal that translanguaging is *permitted* (see figure 3.2 - we use the color purple to signal translanguaging because it is a mix of red [Spanish] and blue [English]). Even with this visual cue, many students will still need to be reminded that they are allowed to translanguage.

Figure 3.2. Designating a Translanguaging Space



It should be made explicit to students that their contributions are valued regardless of the language they choose. As students begin to learn new vocabulary and develop the ability to be more precise within specific linguistic contexts, the teacher can begin to encourage them to rephrase their ideas. Teachers should model their own translanguaging processes as well as their eagerness to expand their own vocabulary in both named languages within various linguistic contexts.

## Be Authentic: Valuing Linguistic Diversity

Everyone in the DLBE classroom, including the teacher, is a language learner and is continuously expanding and refining their language repertoire. *We each bring our unique linguistic background and experiences to all of our learning.* It is essential that this understanding becomes part of the classroom community.

Translanguaging DLBE teachers must be authentic and share their own linguistic experiences and backgrounds. This transparency requires vulnerability, as it is essential for encouraging an open exchange of linguistic differences and establishing trust. For example, Gladys Y. Aponte believes it is imperative to share the phrases and rhythms of her Dominican varieties of Spanish with her students as a representation of who she is, even though they are often denigrated by Spanish speakers. We must be open to share all of our linguistic varieties in order to challenge the biases that are often encouraged in academic settings, where certain LOTE and English varieties are deemed more legitimate at the expense of others. It takes courage to be authentic in schools, but it is vital if students are to feel that their language varieties are equally as important.

As we continue this work, it's important for educators to develop curricula to help students question linguistic biases to better understand underlying assumptions. We must create spaces for words like *lonche* (lunch) and *bildin* (building), as many believe that such loanwords from English should not be part of the Spanish language. If students, their families, and their community use these words, then they need to be accepted as valid in school. These are the words that reflect learners' lived experiences and are fundamental ingredients for students' stories and discourse. *Translanguaging DLBE educators who are bothered by such words must work to challenge their biases and learn to accept a speaker's entire linguistic repertoire as a true resource.*

## Develop Mindfulness of Culturally-Bound Words

Some words express a unique aspect of a culture so precisely that they cannot be adequately translated. Bilingual learners can develop an appreciation of these by analyzing the semantic features/meanings that words carry in specific contexts. For example, in uptown New York City the local market pictured in figure 3.3 is called a *bodega*. Students can be encouraged to list the features of a *bodega*, *market*, *grocery store*, & *deli* and discuss similarities and differences. A *bodega* is usually located in uptown Latinx neighborhoods, are visually distinct in appearance to other local



Figure 3.3. New York City Bodega

markets, carries Latinx products, and is usually run by a Latinx storeowner. Words such as *market*, *corner store*, *grocery store*, & *deli* each capture their own distinct semantic features. Although a *bodega* is a *corner store* or *market*, the latter terms don't name it accurately. Students should therefore be encouraged to leave words like *bodega* untranslated as there is no term in English to adequately describe it. Moreover, *bodega* has become a loanword introduced into English as it is often used by English speakers in New York City.

Teachers can also help students develop their criticality by exploring how words can be used to position groups of people. For example, in the 4<sup>th</sup> grade Unit of Study presented in chapter 5, we use *Lenape* and *Haudenosaunee* because these are the names preferred by the indigenous groups in New York, as opposed to *Algonquin* and *Iroquois* respectively, designations used by European colonists.

It's also important to study how and why authors translanguage in published texts. Teachers can ask students to list reasons why an author might choose to translanguage. Figure 3.4 shows a translanguageing chart created by Gladys Y. Aponte's DLBE fourth graders. Her students listed the following reasons:

- to use words of affection (love)
- to demonstrate culture
- no other word exists in the other language
- [the author] shows us a word used in that culture / country
- [the author] shows us the character's language in that culture / country
- to create emphasis ¡Vamos, hurry!
- to create dialogue
- to maintain the original words used in the story's context
- to teach the reader English
- to maintain the original name
- for purposes of humor
- to convey a character's personality

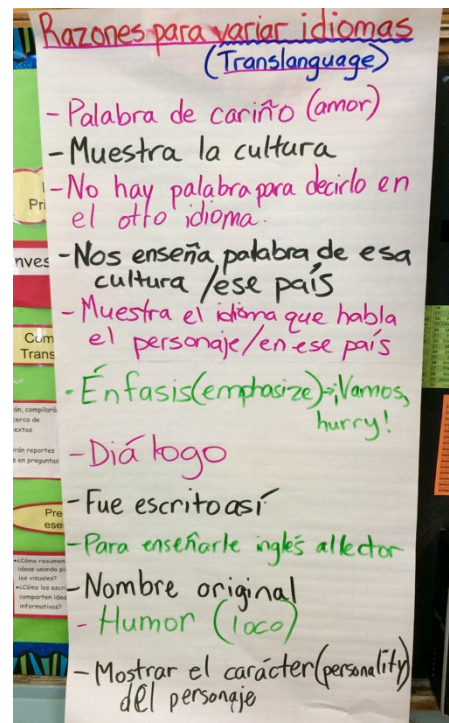


Figure 3.4. Reasons to translanguage



These class discussions help students learn how authors' deliberately use language to convey cultural understandings about characters, setting, and other story elements. This linguistic study of authors' craft empowers students to translanguage purposefully in their own writing. In figure 3.5, the student decides to include Martin Luther King, Jr.'s famous words "I have a dream!" in English to maintain his voice.

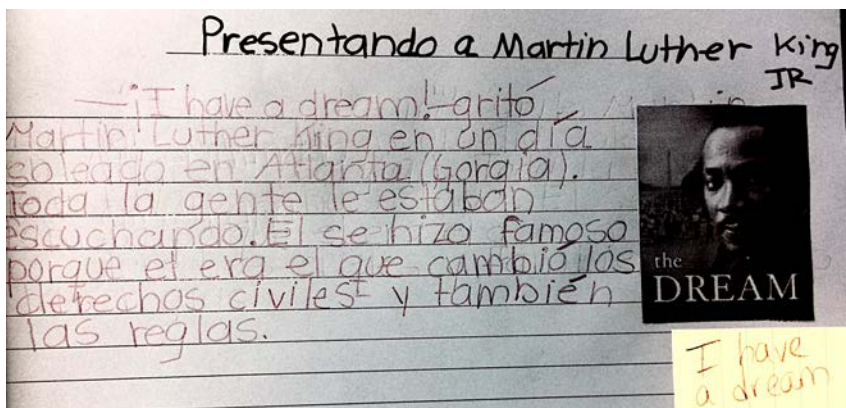


Figure 3.5. In this Spanish piece the student writes "I have a dream!" in English.

### Using Comparative Analysis and Self-Reflection to Develop Metalinguistic Awareness

Bilingual learners in DLBE classrooms should be given the opportunity to think about language *often* and to reflect on how language is used in texts. Students develop their metalinguistic awareness by comparing named languages, noticing patterns, and developing their own theories about how language works. Translanguaging allows for this powerful practice in DLBE classrooms. An ongoing bilingual analysis of language creates an environment where students themselves are able to address linguistic misunderstandings and clarify grammatical rules. We believe that students learn how language works by exploring how it's used in context within texts. Grammatical rules are derived from students' analysis of patterns rather than from established grammatical rules that are usually taught first. Below we provide a few examples to illustrate this practice in classrooms.

#### 1. Comparative Language Study (fig. 3.6)

In a narrative writing study, students need to think deeply about how dialogue is written in Spanish and

¿Cómo se diferencia la <u>puntuación</u> de diálogo en <u>inglés</u> y <u>español</u> ?	
ENGLISH	SPANISH
• " " quotation marks	• — guión largo
• New paragraph when someone new speaks	• Nuevo párrafo con sangría cuando habla una persona nueva.
• , comma inside quotation	• , y van después del guión
• ! ? inside quotation	• ! ; ? adentro de — también
• " at <u>beginning and end</u>	• — solo se pone al final si vas a decir quién lo dijo.

Al entrar, Pepe y Ana no podían creer lo que veían.	
— ¡Caramba! — dijo Pepe —, no lo creo.	
— Ni yo — replicó Ana —. ¿Quién quebraría las ventanas?	
— ¿Quién crees que fue?	
When Pepe and Ana entered their house they couldn't believe what they saw.	
"My gosh!" said Pepe, "I can't believe it."	
"Neither can I," said Ana. "I wonder who broke the window."	
"Who do you think it was?"	

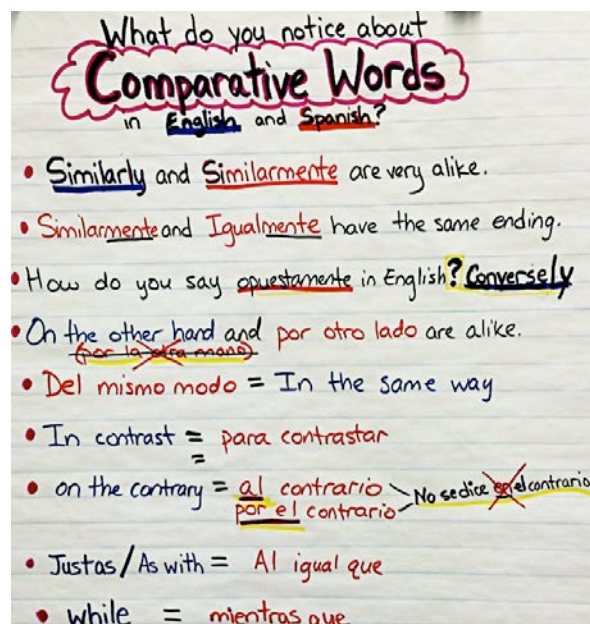
Figure 3.6. Comparative Language Chart: Spanish/English Dialogues

English. If they are expected to construct their own dialogues in both named languages, time is needed to explore the patterns of dialogues within the texts they are reading. We suggest analyzing teacher-selected dialogues in both the English and LOTE language spaces first. The dialogues should come from characters in well-known texts that students comprehend. We want students to analyze how characters use language and how the author shares their words with the reader. In other words, we create an English dialogue chart in the English space and a LOTE dialogue chart in the LOTE space. DLBE teachers should select two authentic dialogues to analyze within each distinct language space. Each language teacher prompts students to analyze the punctuation and summarize the patterns they notice. DLBE teachers must plan carefully for this practice in order to select parallel dialogues that highlight specific punctuation patterns. Later, these parallel dialogues can be compared in a translanguaging space to solidify metalinguistic understandings and address misunderstandings.

A comparative analysis within a translanguaging space is absolutely necessary to help students navigate the punctuation used in both named languages. Students need time to notice patterns and state differences/similarities using dialogues like the ones in the orange and blue sections in figure 3.6. The teacher in this classroom decided to use a translated dialogue in order to make the punctuation comparison clearer for students. The translanguaging discussion usually requires a facilitation by a bilingual DLBE teacher. However, the English and LOTE teachers can work together to facilitate the discussion.

## 2. Cognate/False Cognate Charts

A translanguaging space provides the space to address misunderstandings that the DLBE teacher is noticing in students' writing and speaking. For example, Gladys Y. Aponte uses a translanguaging space to develop her students' metalinguistic awareness of comparative words in Spanish and English. In figure 3.7, her fourth graders discussed the similarities and differences within English/Spanish comparative words most commonly used in their writing. Gladys uses this chart to correct



**Figure 3.7. A study of comparative words in Spanish/English. Phrases are translated together during a class discussion in a TL space.**

any false cognates or direct translations used by students. She also provides them with valuable information about how these phrases are authentically translated into each named language. This chart becomes an important reference chart for all students as they write their persuasive essays.

Similarly, in figure 3.8 below, the teacher noticed that students needed clarity with translating common phrases for making inferences. Students often use the false cognate *asumir* for *assume*. Since these have different meanings, a translinguaging space is needed to discuss this common misunderstanding and to research its translation: *suponer*.

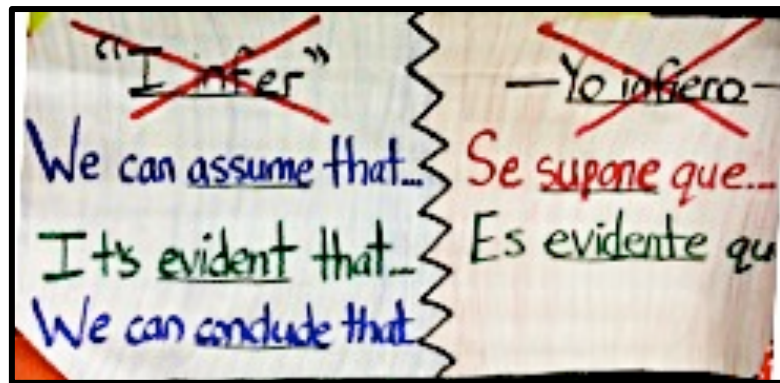


Figure 3.8. Students often use the false cognate “asumir” (instead of “suponer”) for the English word “assume.”

### 3. Language Self-Reflection

Comparative language studies in translinguaging spaces expand students’ metalinguistic awareness, solidify their understanding of LOTE and English linguistic features, and strengthen their confidence when speaking and writing. We strongly believe that these translinguaging class discussions, metalinguistic work, and charts are vital and essential practices for every DLBE classroom. However, students need time to make sense of these language discussions.

Translinguaging DLBE teachers must create *consistent* opportunities for students to verbalize their understandings about language. We ask DLBE teachers to engage students in short self-reflections or exit-tickets (fig. 3.9). These also serve as powerful assessments. For example, after the prompt

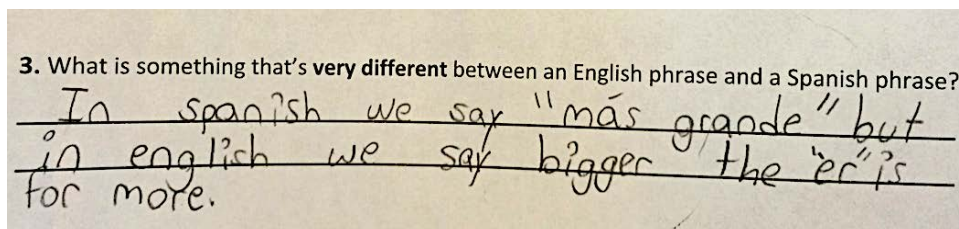


Figure 3.9. A self-reflection of Spanish/English morphological structures.

“What is something that’s very different between an English phrase and a Spanish phrase?” a student explains how one says *bigger* in both languages; stating that the morphological ending “-er” is used in English to say “*bigger*” while in Spanish one uses the word *más* (more) before the word *grande* (big) to say “*más grande*.”



## Chapter 4:

### ASSESSMENT IN THE TRANSLANGUAGING CLASSROOM

Cristian R. Solorza

Gladys Y. Aponte

Timothy Becker

DLBE teachers who use translanguaging assessments have greater access to their students' linguistic repertoires. Through the use of these powerful tools, teachers are better able to gauge students' ideas and their understanding of curricular content. Also, assessments utilizing a greater range of students' linguistic features enable teachers to further differentiate instruction for both language and content needs.



This chapter will discuss the following components:

- *translanguaging pre-assessments*
- *formative & culminating assessments*

#### ***Beyond Named Languages:***

#### **Using Translanguaging Assessments to Gauge Emergent Bilinguals' Linguistic Repertoires and Their Understanding of Curricular Content**

As student-centered educators we value our emergent bilingual students as individuals. We believe that our students' cognitive, physical, cultural, socioemotional, and linguistic variations make them unique. Students' valuable assets are often hidden in plain sight until we utilize multiple forms of assessments to bring them to light. Unfortunately, most classroom assessments are not designed to capture students' uniquely complex profiles and instead measure normed and standardized performances of both content and language. Because content knowledge assessments rely on the performance of "academic language" we believe translanguaging (TL) assessments are necessary to honor students' diverse linguistic practices and their authentic expression of knowledge.

DLBE teachers know that bilingual students translanguage while learning content in classrooms. We know students can engage with content in the target language then turn around to their partner and use a mix of linguistic features from their repertoire. Since bilingual students translanguage all the time, we view these moments as formative assessment opportunities. Through the use of TL assessments, DLBE teachers can develop complex language/learning profiles for each student over the course of an academic year.



Bilingual assessments administered formally and informally in DLBE programs allow educators to validate what students know through the performance of English and a LOTE. DLBE language allocation models establish two distinct linguistic spaces in which language arts and content areas are assessed. For example, a literacy unit taught within a Mandarin-language designated space is typically assessed in Mandarin. If a subject like mathematics is taught in both Mandarin and English spaces, the unit is assessed in one or both languages.

Although one would expect assessments to align to language allocations they often stray, particularly within the LOTE language space. Having observed many DLBE classrooms, we know strict language allocations often privilege academic content delivered in “standard” English. Teachers in testing grades<sup>5</sup> often feel pressure to shift their assessments to English-only in preparation for state exams. Although not the focus of this chapter, one must ask: *When are strict language allocation policies enforced and when are they overlooked?* We’d like to call out this contradiction of practice and advocate for greater flexibility to be used in the service of students. We support flexible language allocation policies that privilege diverse students with diverse linguistic repertoires first and foremost. To accomplish this, we support using translanguage assessments as often as needed in order to better understand what students know.

We believe in the importance of formative translanguage assessments whenever it leads to better insight into students’ learning and instructional needs. Language masks what students know; when we use ONE linguistic variety per language space to assess bilingual students’ understanding we only gauge how students perform using those specific varieties. Moreover, because classroom assessments are primarily designed to measure the growth of “academic language” we only assess how well they use such specialized language features to express their understanding of content, representing an even narrower portion of a student’s linguistic repertoire. Such monolingual assessments skew our understanding of what students know. They create incomplete learning profiles and lead teachers to deficit perspectives. Consequently, when students seemingly underperform—we *blame them*—instead of rendering the assessments (and the language allocation policies that create them) incomplete and deficient. Monolingual assessments are simply unable to capture the complexity of students’ diverse linguistic practices. As TL educators, we favor formative translanguage assessments that engage with students’ diverse linguistic varieties of language to more completely measure their understanding of academic content and language. Thus, TL assessments should always be used in conjunction with monolingual assessments.

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<sup>5</sup> In New York State, public school students in grades 3-8 receive state assessments annually.

Currently, most DLBE programs use monolingual assessments and few use translanguaging assessments. Theoretically, DLBE monolingual assessments rely on the linguistic interdependence model (figure 1.2 in chapter 1) conceptualizing students' language as two autonomous linguistic systems connected by a "common underlying proficiency." For example, when teachers assess reading they measure two "autonomous linguistic systems" by administering two separate running records/reading assessments. These reading assessments measure students' decoding, fluency, reading strategy use, and comprehension as occurring discretely and separately in each language. This theoretical framework causes us to fragment each student into seemingly two readers: an English reader and a LOTE reader. What does it mean to then gauge a student's common underlying proficiency in reading? How does one use two reading assessments to understand a student's reading abilities as *a reader—regardless of language*? Monolingual assessments structurally manifest the ideology of two autonomous linguistic systems and make it challenging for teachers to synthesize both assessments and view the student as a *single* bilingual reader. This is especially difficult when there are two side-by-side language teachers that must share and analyze data jointly. This is also true for classroom teachers who need to collaborate with ENL teachers and other service providers.

Although DLBE programs use bilingual assessments as a way to value students' bilingualism, these assessments fragment students by language and don't accurately portray their literacy abilities. In school report cards, even when LOTE reading assessments demonstrate students are performing at- or above-grade level, any below-grade level scores in English take precedence. However, when a bilingual reader "reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction)" (New York City Department of Education Report Card, 2014) in Spanish, what does it mean to also report a below-grade level score in English on the same standard? If we have evidence that the student can read and comprehend grade-level texts independently across a variety of genres at "above-grade level" then we must honor the student's reading ability—*regardless of language*. Furthermore, noting a below-grade level score in English on the report card misdiagnoses the student's reading abilities since the low score is probably due to a difficulty with decoding and vocabulary. Instead, a more accurate representation might mean reporting an above-grade reading level in Spanish along with a below-grade level score for English decoding. With this more accurate assessment, the student can continue to read above-grade level texts in Spanish while receiving necessary differentiated instruction in word work/phonics instruction to strengthen vocabulary development and English decoding skills.

*All assessments are language assessments first, then content/literacy assessments.* Although it is more equitable to assess students in both the LOTE and English, we must acknowledge that monolingual assessments nonetheless present incomplete and limited views of our students' understanding of content because they must perform each assessment using only a fraction of their linguistic repertoire. When we assess a

student's literacy in English, the student must limit their answers to the linguistic features associated with the English language variety being tested, leaving out all the other linguistic features that could be used to communicate what they know more completely. In this guide, we envision each child as a linguistic whole: *students are not distinct English readers and LOTE readers, but readers; students are not separate English writers and LOTE writers, but writers; and students are not separate English spellers and LOTE speller, but spellers*. Students use their linguistic wholes when reading, writing, and while engaging with curricular content.

How can bilingual educators who believe in validating a student's full linguistic repertoire reconcile this issue in DLBE programs that separate language learning into two separate language spaces? We suggest using three types of translanguageing assessments as a beginning solution to the problem: TL pre-assessments, formative, and summative assessments. This chapter shares a few developing ideas that we hope DLBE educators can build on and develop further.

### **Three Types of TL Assessments**

In this chapter, we share examples of 1<sup>st</sup> and 4<sup>th</sup> grade TL assessments. In each grade you will find examples of three types of assessments:

1. *Translanguageing Pre-Assessments:*

The translanguageing DLBE teacher begins to assess prior to the implementation of a unit of study with *translanguageing pre-assessments*. At the very start of each unit, the DLBE teacher gives students the freedom to use their entire linguistic repertoire to better gauge their understanding of the content across named languages. In other words, we give students the chance to demonstrate what they know using linguistic features of both the LOTE and English. Translanguageing pre-assessments provide the DLBE teacher with a beginning understanding of what students know about the content, what they are curious about, and what specific LOTE and English language features they employ to describe their new ideas.

2. *Translanguageing Formative Assessments:*

As a unit of study develops, the translanguageing teacher can use formative assessments such as translanguageing student journals, student interviews, writing prompts, and oral language assessment checklists to record students' ongoing language development. Translanguageing formative assessments allow the educator to document the language practices students use for describing their developing ideas about content learned bilingually.

3. *Summative Assessments in DLBE Classrooms:*

A unit of study should end with a culminating project/assessment that demonstrates students' cumulative understanding of a unit. These summative

assessments allow the educator to document concise content-specific language practices students use for describing their more developed ideas about content learned bilingually. Depending on the unit goals and the language allocation for subjects, a teacher may want students to express their learning bilingually or in a specific target language.

### **Translanguaging Assessments in a 1<sup>st</sup> Grade Unit of Study**

“The Family Photo” was developed by Bianca Frias & Tess Leverenz as a Common Core-aligned social studies Unit of Study to be used in a Spanish/English DLBE 1<sup>st</sup> grade classroom. The concept of “family” is broad and abstract, especially for first graders. In aiming to make the concept more accessible for students, Tess and Bianca focused on the following overarching essential question and understanding:

Overarching Essential Question:

*Why are families important?*

Overarching Understanding:

*Families share meaningful experiences and care for each other in a variety of ways.*

The overarching essential question is explored through cumulative weekly learning experiences focused on identifying members of the family, family experiences, and family care. Through their culminating project, a bilingual family photo album, students demonstrate why their family is important to them by addressing: (1) who is part of their family; (2) what experiences they share; and (3) how their families care for them.

### **Translanguaging Pre-Assessments**

Translanguaging pre-assessments help educators learn about their students’ linguistic and cultural resources. Before starting the 1<sup>st</sup> grade Spanish/English DLBE “Family Photo” unit of study (see chapter 5 for more detail) we ask students to share information about their family lives. The concept of “family” is broad and abstract for both the teacher and first graders. It’s important for us to gain an understanding of each family’s linguistic and home practices in order to better differentiate the unit. Students work with their families to gather 3-4 family photos and create captions for each. They address the following questions together:

1. Who is part of your family?
2. What do you enjoy doing with your family?
3. How does your family show they care for each other?

The families are strongly encouraged to use all of their home language varieties to caption their photos. They can translanguage if they wish. Whenever possible, parents are invited to the classroom to share their captioned photos using their language(s) (with their child acting as a translator if needed). This is a wonderful way to expand student awareness of diversity and families, hear language varieties represented in the community, further develop their TL classroom community, and to begin the unit within a welcoming and safe translanguaging space.

This translanguaging pre-assessment provides teachers with the vocabulary and language most often used at home to discuss the idea of “family.” Oftentimes, family units of study use generic vocabulary and books to discuss family structures. For example, you can expect the following vocabulary to accompany a typical family study: mother, father, grandfather, grandmother, sister, and brother. However, after this translanguaging pre-assessment you may find that your students use more personalized vocabulary to describe family members. Instead of mother, they use: ma, mami, mamá, and mommy. And instead of grandfather, families say: abu, abuelito, dad-dad, pop-pop, tata, and nonno.

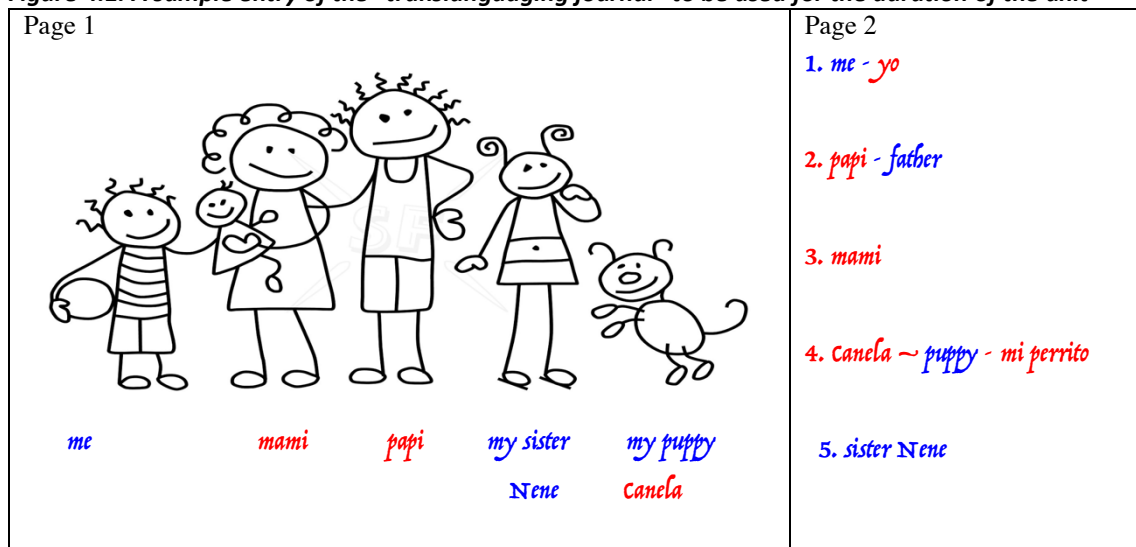
One of the benefits of this translanguaging pre-assessment is accessing the words used at home to describe the most important people in your students’ lives. If we encouraged families to only use the LOTE or only English to discuss their own family, we might lose the opportunity to tap into the unique labels used at home. Moreover, this pre-assessment creates a translanguaging space for families to share important home practices that serve as educative tools for teachers, students, and other families to learn about real families living within the local school community.

## Translanguaging Formative Assessments

### *Translanguaging student journals*

A translanguaging journal can be used to assess students’ written language development. In our 1<sup>st</sup> grade unit of study, each student receives a translanguaging journal at the very beginning of the unit and it is used daily. The journal is introduced as a place where students are to write and/or draw new vocabulary and concepts they learn along their translanguaging journey. Figure 4.1 below demonstrates two sample entries in a student’s translanguaging journal.

**Figure 4.1. A sample entry of the “translanguaging journal” to be used for the duration of the unit**



In this example, we see that the student used blue for the English vocabulary and red for the Spanish vocabulary. Notice how the child refers to his parents using the Spanish words *mami* and *papi*. We also see that the student has added additional bilingual labels for himself, his father, and his puppy on page 2, but has not yet added bilingual labels for his *mami* and *sister*. A translanguaging DLBE teacher can point out these equivalent terms to the student in the future, independently, or in small groups.

Since many students will have similar needs, our 1<sup>st</sup> grade unit includes a class-created bilingual tree diagram outlining all the members of a family (see chapter 5), including the diverse words they use to refer to them. As the unit unfolds, the “translanguaging journal” provides documentation for students’ developing linguistic repertoires in English and the LOTE.

## 2. Oral language assessment checklist

Checklists are an excellent type of informal assessment that can be used as the teacher circulates the room to make quick observations of students. Figure 4.2 demonstrates how a teacher records students’ English and Spanish oral language abilities. This checklist is used in the first week of the 1<sup>st</sup> grade DLBE unit to note which students use the target family vocabulary in both languages.

**Figure 4.2. Sample Oral Language Assessment Checklist**

Student	Uses unit family vocabulary in English	Uses unit family vocabulary in Spanish	Additional observations
Jasmery	✓	✓	
Eliana		✓	“abu” for grandmother
Kelvin	✓		“papa” for grandfather
Helena		✓	“mi pops” for father/padre
Katherine	✓	✓	“yaya” for grandmother
Ashton	✓	✓	
Ana	✓		Says she doesn’t speak Spanish. How can I help her feel more comfortable speaking Spanish and bridge what she knows in English?

## Culminating Project/Assessment

Our 1<sup>st</sup> grade DLBE Unit culminating project requires students to develop a bilingual family photo album. In this project, students demonstrate what they have learned about family, what experiences they share together, and how family members take care of one another. The language used in the final product (see figure 4.3) can depend on each student's progress in each named language. By referring to a student's translanguageing journal, the teacher may ask the student to produce a photo album that contains more English pages than Spanish pages, or vice versa. The teacher may also want students to produce content in both languages equally as a reflection of their cumulative learning by using their translanguageing journals and other language/content reference materials for support.

*Figure 4.3. Sample Pages from the Bilingual Family Photo Album*

**My Bilingual Family Photo Album**  
**Mi álbum bilingüe de fotos de mi familia**

Student sketch of his/her family portrait

By/Por: \_\_\_\_\_

Student family photo #2 (depicting shared family experience)

A shared family experience I had was when \_\_\_\_\_

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Student family photo #3 (depicting how the family cares for each other)

Mi familia me cuida cuando \_\_\_\_\_

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## **Using Translanguaging Assessments in a 4<sup>th</sup> Grade Unit of Study**

“Native Americans of New York” was developed by Gladys Y. Aponte and Timothy Becker as a Common Core-aligned social studies unit of study to be used in a Spanish/English DLBE 4<sup>th</sup> grade. This 5-week unit is the beginning of their larger investigation of the Lenape and the Haudenosaunee (the preferred name of the Iroquois) cultures. Their essential understanding is that different cultures meet the same basic needs in different ways depending on the resources they have available and their values. They emphasize the commonalities/differences among Lenape, the Haudenosaunee, and present-day New Yorkers.

### ***Translanguaging Pre-Assessment***

In the 4<sup>th</sup> grade unit, Gladys Y. Aponte and Timothy Becker designed a translanguaging pre-assessment to find out what vocabulary and ideas students have in regards to meeting their needs at home with food, shelter, and clothing. Although students were asked questions in Spanish they were explicitly told they could provide answers in Spanish, English, or a mix of the two if they preferred.

We wanted students to be able to translanguage so they could share everything that they knew in response to the questions. We feared that if we strictly forbade the use of English, we would not get an authentic understanding of students’ knowledge, as they would refrain from using certain vocabulary to express their thoughts.

What follows is a case study analysis using work collected from one child we are calling Claribel. We used the following translanguaging pre-assessment (figure 4.4) to begin gathering patterns about her language development and as a basis for planning differentiated language instruction.

#### 4<sup>th</sup> Grade DLBE Case Study: Claribel

What can you tell about her linguistic resources in the pre-assessment below?

COMIDA	
1. ¿Dónde compran comida?	The Supermarket and Whole Foods Bj's + Mexican Stores + farmers market
2. ¿Qué es algo que tu familia come casi todas las semanas?	quesadillas, coffe, ensalada
3. ¿Quién cocina en tu casa? ¿Qué usan para cocinar?	Mamá y Papá. frying Pan.

**Figure 4.4. Pre-Assessment Handout** (Translation of the worksheet: 1. Where do you buy your food?; 2. What is something that your family eats almost every week?; 3. Who cooks at home? What do they use to cook?)

Claribel's pre-assessment demonstrates that she used both Spanish and English responses to tell us what she knew. In English, she was able to tell us specific details about where her family shopped for food, such as *Whole Foods*, *Mexican stores*, *BJs*, the *supermarket*, and the *farmer's market*. She provided some responses in Spanish: *quesadillas*, *ensalada* (salad), and "*mamá y papá*" (mom and dad). However, if we only allowed for Spanish responses, we may have lost the specificity of her responses in English. This language sample, or pre-assessment, also yields specific information about her spelling, punctuation, and conventions. We noticed she:

1. used Spanish accent marks correctly in *mamá* and *papá*;
2. spelled *farmers market* without an apostrophe;
3. used a "+" sign for "and";
4. used capitals correctly in the formal name *Whole Foods* but incorrectly in *The Supermarket*, *Bj's*, *Mexican Stores*, *Mamá*, *Papá*, and *Pan*; demonstrating she may not understand the rules of capitalization well;
5. misspelled coffee as *coffe*.

These noticings are important to gather as they will help us see patterns as more data emerges. These patterns will then help us identify Claribel's specific linguistic needs. In Claribel's responses about how her family meets their needs for shelter (Figure 4.5), the student provided us with specific information about where she lives. She crossed out the word *apartamento* (apartment) and wrote "*basement*" instead to tell us precisely where she lived. She also told us that her building is made "of bricks" and that they wear "sweaters (sweters)" and "warm clothes (cloths)" in the winter. Again, we are able to gather more data about Claribel's spelling and punctuation. It seems like she may need some differentiated word study to discuss vowel teams such as "-ea-" (sweaters) in the middle of words and irregular plurals such as *clothes*. We also see that she uses capitals at the beginning of each response.

HOGAR		
4. ¿En qué tipo de hogar vives? (circula)		
<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">                     basement                      apartamento en un edificio                 </div>	apartamento en una casa	casa de una familia
5. ¿De qué material está construido tu hogar? (por fuera)		
Of bricks		
6. ¿Con quién vives?		
Mom, dad, sister, sister, and uncle		
7. ¿Cómo mantienen el hogar cálido durante el invierno?		
We use sweaters and more warm cloths		

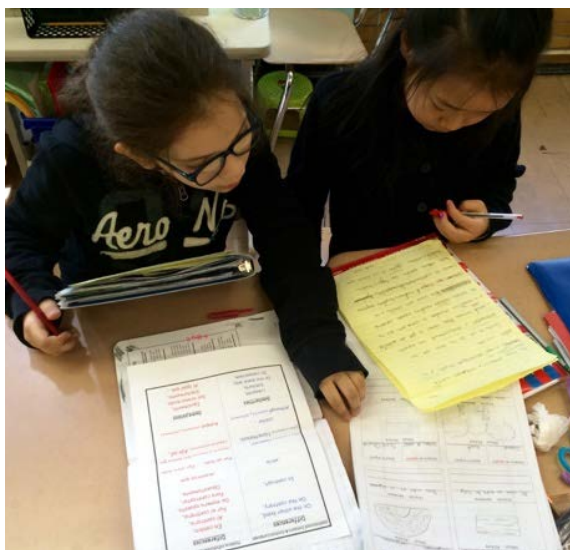
**Figure 4.5. Pre-Assessment Handout Continued** (4. What type of shelter do you live in? a building apartment, an apartment in a house, or in a family house; 5. What materials were used to construct your home? (on the outside); 6. Who do you live with?; 7. How do you keep warm at home during the winter?) What do they use to cook?)

In addition, we noticed Claribel has a lot of background knowledge to share, but seems much more comfortable expressing it in English. These patterns may signal a need for linguistic supports, or *translanguaging rings*, to help her develop the vocabulary, punctuation, and conventions needed to communicate her thoughts in Spanish.

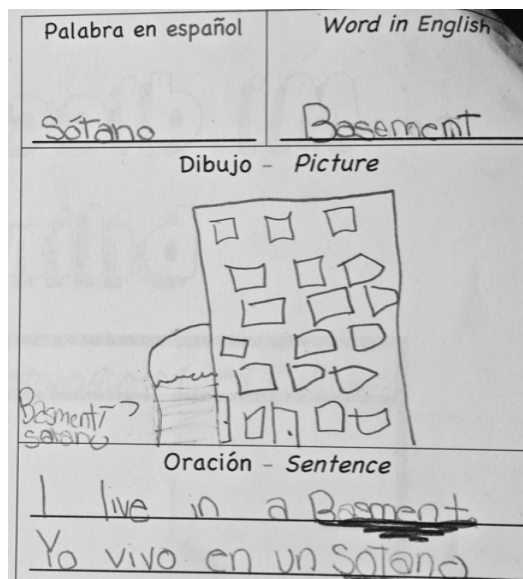
## Formative TL Assessment

One strategy used in the classroom to help Claribel expand her vocabulary was the use of a personalized bilingual dictionary. Students are asked to self-reflect (fig. 4.6) upon their work and identify important words they will need to develop in Spanish. They then create individual pages in their bilingual dictionary for each of these terms. As you can see in figure 4.7, Claribel decided to include *basement*, or *sótano*, in her personalized bilingual dictionary.

**Figure 4.6. Fourth graders refer to their personal bilingual dictionaries as they write their essays.**



**Figure 4.7. Bilingual dictionary**



## Organizing Translanguaging Classroom Data

Translanguaging teachers can organize classroom noticings by using a language observation chart (figure 4.8). In this unit, Gladys and Tim created four columns because they were particularly interested in assessing students' use of language related to basic needs vocabulary, compare/contrast language, natural resources vocabulary, and the use of past imperfect verbs in Spanish. Notice how they color-coded terms used by students (blue for English, and red for Spanish).

**Figure 4.8. Language Observation Note Taking Chart**  
**Week 1 Pre-Assessment: Language Observations**

<i>Basic Needs Vocabulary</i>	<i>Compare / Contrast Language</i>	<i>Natural Resources Vocabulary</i>	<i>Past Imperfect Verbs</i>
<b>Day 1</b> <b>Comida</b> carnicería bodega farmer's market restaurante street fair vendedor de frutas hot dog stand supermercado pizza tamales (Carlos) rice beans pollo arroz estufa                      horno  <b>Hogar</b> baldin edificio building casa de dos familias cobijas casa privada mantas heater calentador                      están radiator ladrillos madera cemento siding panels	<b>Day 1</b> también also ambos (Pedro & Lisa) y pero too tampoco igual que (Yacely) neither both and los dos	<b>Day 2</b> (Gracias te damos) trees wood madera agua bayas reindeer fish plantas squash  <b>Day 3</b> fur (not pelaje) botes barcos reindeer tipi	<b>Day 3</b> Objetivo: “usaban ___ para ___”  “used to” - Lucas translated incorrectly “usaban de hacer” (then Joseph repeated)  Ryan, Sara, Samantha spoke in present tense “usan”

Within a translanguageing space, we can also gather assessment data regarding an entire classroom’s use of vocabulary by charting their responses in both English and Spanish. In figure 4.9 below, Gladys charted her classroom’s bilingual knowledge regarding compare and contrast terminology. This example highlights the benefit of allowing students to translanguage at certain points in a unit of study, providing the DLBE teacher a charted TL assessment of a class’s existing linguistic resources. With these ongoing translanguageing assessments, the teacher can create differentiated small groups based on specific student needs while building on their existing content and vocabulary knowledge.



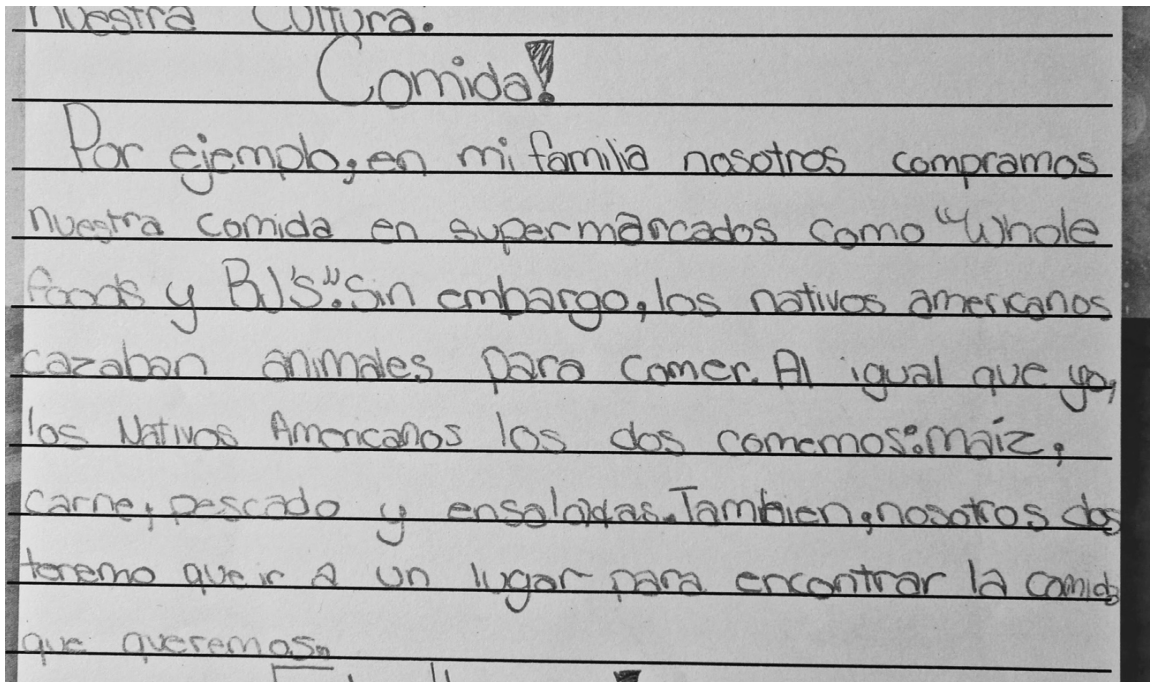
**Figure 4.9. Compare/Contrast Chart**

Frases Comparativas	
que ya usamos	
también	too
also	y
tampoco	neither
and	los dos
ningún	as well as
	ambos
	igual que
	both
Frases Nuevas	
Similarmente, Similarly,	Al contrario, On the contrary,
Igualmente, Likewise,	Por otro lado, On the other hand,

In a standards-based classroom, math and language arts assessments provide teachers with data to monitor student growth and establish instructional next steps throughout the academic year. Similarly, consistent translanguaging assessments are essential in every DLBE classroom. In order to get a true sense of what students are capable of in terms of oral and written production, we must create deliberate *translanguaging spaces* where students can draw from their entire linguistic repertoire. Only then will we be able to differentiate for students' individual language needs while also building on their strengths.

### **Summative Assessment - Final Spanish Writing Piece**

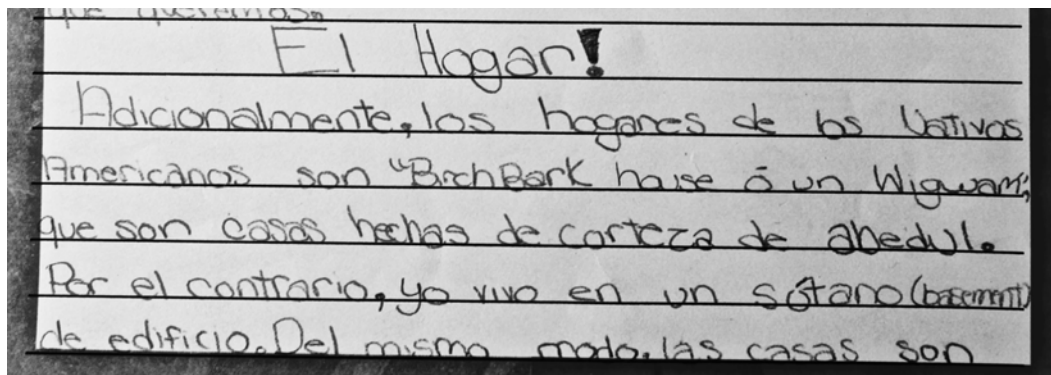
When we analyze Claribel's final writing piece we get a glimpse into how she has leveraged her linguistic resources (with Gladys's support) to produce a writing piece completely in Spanish (figure 4.10).



**Figure 4.10. Claribel's Final Piece** (Translation: Food! For example, in my family we buy our food in supermarkets like "Whole Foods and BJ's". However, the native americans hunted animals for food. Similar to me, the Native Americans we both eat [sic]: corn, meat, fish and salads. Also, we both have to go to a place to find the food we want.)

Notice Claribel's use of capitals in this final piece: (1) she no longer capitalized *supermercados* but maintained capitals in *Whole Foods*; (2) she capitalized the beginning of sentences consistently; (3) the title *Comida* is capitalized correctly but *El Hogar* (fig. 26) is done so incorrectly (in Spanish titles, only the first word needs a capital; thus *El hogar*); (4) *Nativos Americanos* is inconsistently capitalized indicating she still needs support with capitalizing informal and formal names. In terms of punctuation, she is using commas and periods correctly but needs to learn how to use quotation marks and exclamation marks correctly. Specifically, she quoted whole phrases including the transition word, when she only needs to quote the nouns individually. In addition, she needs to understand that in the Spanish language two exclamation marks are required, one at the beginning and one at the end as in: ¡*El hogar*! Her use of accent marks is correct in the words *maíz* and *sótano*, but she incorrectly added an accent to "ó" in the phrase "BirchBark house ó un Wigwam," and left one out from the word *tambien* (*también*). Finally, her spelling in Spanish is flawless. Claribel would benefit greatly from a translanguaging ring or space that develops her metalinguistic awareness of how capitalization, quotation marks and exclamation marks work in both languages. Compared to Claribel's pre-assessment, her final assessment demonstrates her growth and ability to communicate her knowledge of content in Spanish. While she wrote *supermarket* in English in her pre-assessment, she was able to translate the term in her writing piece. She did maintain *Whole Foods* and *BJ's* however using quotes. We also see that she has used compare/contrast transitional words such as *por ejemplo*, *sin embargo*, and *también* by referring to the environmental print available on the classroom walls.

In figure 4.11 regarding *shelter*, it's interesting to note what she decided to maintain and quote *BirchBark* [sic] in English. We know that *birchbark house* was a phrase often used during English days by Gladys so we get a sense that she is aware of her classroom audience. It seems like she wants to make sure other students understand what she is writing about by referring to *birchbark house* and *basement* in English. However, she demonstrates that she knows the translation by defining the term after the comma in Spanish, explaining that these are houses made out of *corteza de abedul* (birch bark).



**Figure 4.11. Claribel's Final Piece Continued** (Translation: Shelter! Additionally, the homes of the Native Americans are "birchbark house or a wigwam," that are houses made of birchbark. On the contrary, I live in a building sótano (basement). In the same way, the houses are...)



This analysis of Claribel's work allows us to gather information about her language use and content knowledge. In specific, it helps us establish specific next steps based on her language needs where she may benefit from *translanguaging spaces* and *translanguaging rings* focused on learning the rules of capitalization, use of accents, quoting, and exclamation marks across the English and Spanish languages.

## Chapter 5:

### DLBE UNITS OF STUDY WITH TRANSLANGUAGING SPACES AND TRANSLANGUAGING RINGS

#### Introduction

This chapter details two units of study for DLBE with designated translanguaging spaces:

1. Part I: 1<sup>st</sup> grade DLBE “The Family Photo” Common Core-aligned social studies Unit of Study developed by Bianca Frias & Tess Leverenz. ***This unit of study provides a 3-4 week, 8-lesson sample.***
2. Part II: 4<sup>th</sup> grade DLBE “Native Americans of New York” Common Core-aligned social studies Unit of Study developed by Gladys Y. Aponte and Timothy Becker. ***This unit of study provides a 5-6 week, 15-lesson sample.***

Both units of study use rich content and language resources to teach social studies content in meaningful ways. They were independently created by its authors and reflect differences in style and approach. Each unit demonstrates deliberate planning with lessons intentionally scaffolded to develop both content and language in Spanish and English.

These units of study demonstrate how *translanguaging spaces* can be embedded in any unit within existing DLBE models. The reader will find that *translanguaging spaces* do not undermine the language allocation models of DLBE program, nor a student’s language development in the LOTE. Instead, they serve to enhance the experience for bilingual students and DLBE teachers. It must be noted however that one must adjust traditional DLBE language allocation models to include 1-3 translanguaging days per unit of study, while keeping intact an equal distribution of English and LOTE lesson whenever possible. Translanguaging days are deliberately and explicitly placed at the beginning of each of our units and are again used when needed for bridging content and language, to develop metalinguistic awareness, and to consolidate students’ learning across languages.

#### **Unit Structure**

Each unit of study begins with a brief introduction of the unit, its overall objectives, and aligned Common Core standards. Several lesson arrangements are then offered to show how the unit can be implemented in side-by-side and self-contained DLBE programs.

The lessons in each unit are organized in tables (see figure 5.1) as follows:

1. Language of Instruction
2. Lesson Objectives
3. Translanguaging Community Development
4. Translanguaging Rings
5. Assessments (Formative, Summative, and Pre-assessment)

WEEK 1		
LESSON 1	LESSON 2	LESSON 3
Language of Instruction		
TL Space: Spanish & English	Spanish	English
Lesson Objectives		
Translanguaging Space: Translanguaging Community Development		
Translanguaging Space: Translanguaging Rings		
Assessments		

*Figure 5.1. Each unit of study is presented in a table with these components.*

**The Language of Instruction** is denoted by the background color. Lessons taught in English are in blue, lessons taught in Spanish are in red, and translanguaging lessons are in purple.

**The Lesson Objectives** specify the content-specific goals for that lesson.

**Translanguaging Community Development** fosters students' identities as bilingual readers, bilingual authors, and bilingual historians. Translanguaging community development brings two languages together for critical metalinguistic analyses, linguistic creativity, and learning content bilingually (for more see Chapter 3).

**Translanguaging Rings** provide students with daily opportunities to access their background knowledge *and* their entire linguistic repertoires. Translanguaging rings consist of individual or small group translanguaging spaces with differentiated instructional materials, peer support, technology support, and other scaffolds that address the needs of individual students.

**Translanguaging** as an **assessment** tool helps teachers develop a holistic understanding of the linguistic potential of each student. The translanguaging DLBE teacher begins to assess prior to the implementation of the unit of study, with a *translanguaging pre-assessment*. At the very start of each unit, the DLBE teacher gives students the freedom to use their entire linguistic repertoire in order to gauge their understanding of content across languages.

**Translanguaging Assessments** help educators gain a holistic understanding of students' content knowledge and language abilities. Students are encouraged to share their language resources and content understandings without limiting themselves to one language. Assessments in both English and the LOTE provide teachers with invaluable opportunities to gauge students' understanding of content across languages and assess their linguistic development over the course of the unit. Teachers who assess language in this way are better able to differentiate instruction for both content *and* language.

Educators with years of experience in DLBE settings will find that the translanguaging rings and assessments in these units of study reflect a deep understanding of content, language, instructional practices, classroom management, and of students. These translanguaging spaces are NOT the result of a “free-for-all,” a common fear often heard in DLBE schools. Educators will realize that *all* students can benefit from adding translanguaging spaces in DLBE classrooms, as *all* students are content and language learners.

## **PART I:**

### **1<sup>st</sup> Grade “The Family Photo” DLBE Unit of Study**

#### **Overarching Essential Question:**

*Why are families important?*

#### **Overarching Enduring Understanding:**

*Families share meaningful experiences and care for each other in a variety of ways.*

“The Family Photo” was developed by Bianca Frias & Tess Leverenz as a Common Core-aligned social studies Unit of Study to be used in a Spanish/English DLBE 1<sup>st</sup> grade classroom. The concept of “family” is broad and abstract, especially for first graders. In aiming to make the concept more accessible for students, Tess and Bianca focused on the above overarching essential question and understanding. The overarching essential question is explored through cumulative weekly learning experiences focused on identifying members of the family, family experiences, and family care. Through their culminating project—a bilingual family photo album—students demonstrate why their family is important to them by addressing: (1) who is part of their family; (2) what experiences they share; and (3) how their families care for them.

Since social studies is not taught every day in most schools, the unit can be delivered within an alternate day model of language instruction in one DLBE classroom, or in a side-by-side DLBE model across two classrooms (see figure 5.2).

**Figure 5.2. The unit of study can be taught using the following two models of DLBE language allocations (red represent Spanish instruction and blue represents English instruction).**

**Alternate Day DLBE Model**

**Note:** Social studies (SS) is taught 2X/week – Science is taught 3X/week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1</b>	SS: Lesson 1	SS: Lesson 2	SCIENCE	SCIENCE	SCIENCE
<b>WEEK 2</b>	SS: Lesson 3	SS: Lesson 4	SCIENCE	SCIENCE	SCIENCE
<b>WEEK 3</b>	SS: Lesson 5	SS: Lesson 6	SCIENCE	SCIENCE	SCIENCE
<b>WEEK 4</b>	SS: Lesson 7	SS: Lesson 8	SCIENCE	SCIENCE	SCIENCE

**Side-by-Side DLBE Model (Classes Alternate Every Full Day)**

**Note:** Social studies (SS) is taught 3X/week – Science is taught 2X/week

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1</b>	<b>Class A</b>	SS: Lesson 1	SS: Lesson 2	SCIENCE	SS: Lesson 3	SCIENCE
	<i>Class B</i>	<i>SCIENCE</i>	<i>SS: Lesson 1</i>	<i>SS: Lesson 2</i>	<i>SCIENCE</i>	<i>SS: Lesson 3</i>
<b>WEEK 2</b>	<b>Class A</b>	SS: Lesson 4	SCIENCE	SS: Lesson 5	SS: Lesson 6	SCIENCE
	<i>Class B</i>	<i>SCIENCE</i>	<i>SS: Lesson 4</i>	<i>SCIENCE</i>	<i>SS: Lesson 5</i>	<i>SS: Lesson 6</i>
<b>WEEK 3</b>	<b>Class A</b>	SCIENCE	SS: Lesson 7	SS: Lesson 8	SCIENCE	SS: Lesson 9
	<i>Class B</i>	<i>SS: Lesson 7</i>	<i>SS: Lesson 8</i>	<i>SCIENCE</i>	<i>SS: Lesson 9</i>	<i>SCIENCE</i>

***Side-by-Side DLBE Model (Classes Alternate after Lunch)***

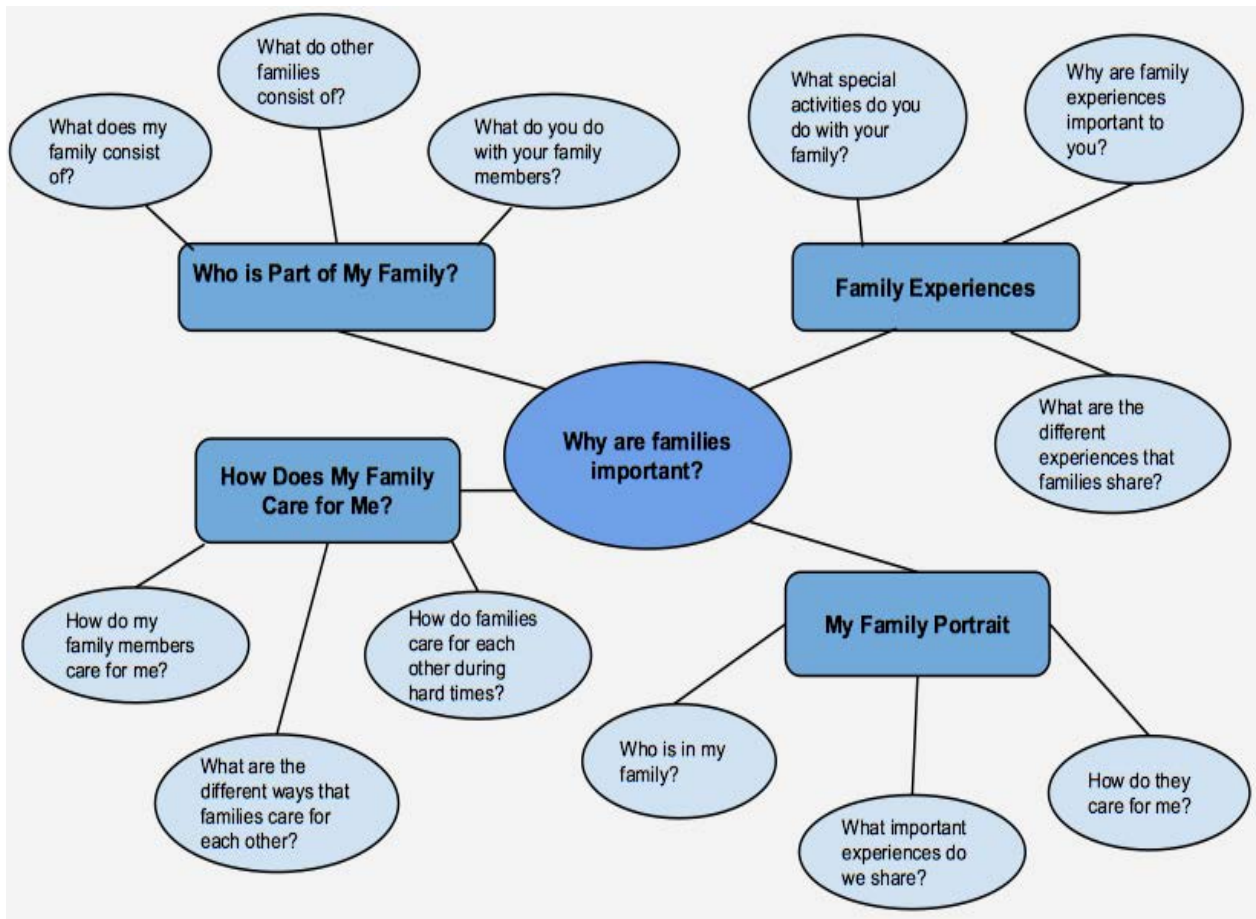
**Note:** Social studies (SS) is taught 3X/week – Science is taught 2X/week

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Class A	SS: Lesson 1	SS: Lesson 2	SCIENCE	SS: Lesson 3	SCIENCE
	Class B	SS: Lesson 1	SS: Lesson 2	SCIENCE	SS: Lesson 3	SCIENCE
WEEK 2	Class A	SCIENCE	SS: Lesson 4	SCIENCE	SS: Lesson 5	SS: Lesson 6
	Class B	SCIENCE	SS: Lesson 4	SCIENCE	SS: Lesson 5	SS: Lesson 6
WEEK 3	Class A	SCIENCE	SS: Lesson 7	SS: Lesson 8	SCIENCE	SS: Lesson 9
	Class B	SCIENCE	SS: Lesson 7	SS: Lesson 8	SCIENCE	SS: Lesson 9

Prior to the description of each lesson, the language of instruction is listed and color-coded. When a *Translanguaging (TL) Space* is noted in purple we use both Spanish and English within the same lesson, but we encourage the teacher to evaluate the difficulty of each lesson component and decide which language will best aid student comprehension of each. For example, you may want to introduce an abstract concept in the language that is best known by most of your students then translanguate to aid the rest of your class. We also suggest that you use the language that genuinely fits your communicative intent. For example, when sharing your family photo with students, use the language features that best reflects the language used by your family. Also, feel free to translanguate mid-sentence to model how we genuinely use language flexibly and purposely.

The following curriculum map (figure 5.3) outlines the concepts and guiding questions for the 4-week unit. Specified learning objectives for each week are included in this map. In this chapter however, we will be taking a detailed look at only the first two weeks of the 1<sup>st</sup> grade unit, specifically exploring “who is part of my family?” and “family experiences.”

**Figure 5.3. Unit of Study Curriculum Map**



## WEEKS 1-2

**Essential Question:** Who is part of my family? / ¿Quién forma parte de mi familia?

**Essential Understandings:** While the definition of family includes loved ones who are related to you and live with you, the actual structure of family can be diverse.

### **Social Studies Standards:**

**1.1a, 1.1c:** Families are diverse.

**1.1a, 1.1c:** Families have different structures (nuclear, extended).

### **ELA Standards:**

**SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

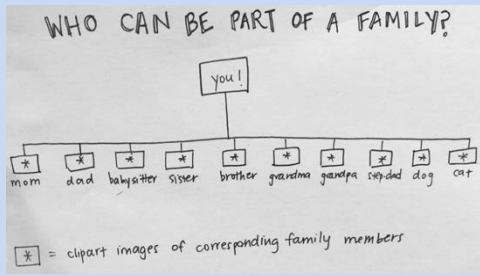
**SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**RL.1.7:** Use the illustrations and details in a text to describe its key ideas.



UNIT PRE-LAUNCH	
Language of Instruction	
TL Space: <b>Spanish</b> & <b>English</b>	
Pre-Unit Preparation	
<ul style="list-style-type: none"> <li>Preparation: Send out a letter to your students' families to introduce the family TL pre-assessment project. Encourage families to collaboratively label 3-4 different family photos using all of their linguistic resources. Explain that you'd like them to use the vocabulary/phrases they use at home that reflect their cultural heritage and languages. These pictures should be available to share on "Day 1" below.</li> <li>A few weeks before beginning the unit of study, invite a few families to share their family photos using their home languages.</li> <li>Chart diverse terms used by visiting families and document these words/phrases along with important family practices on a TL "Our families/Nuestras familias" bulletin board.</li> </ul>	
Translanguaging Space: Community Development	
<ul style="list-style-type: none"> <li>Each family visit expands the classroom community.</li> <li>Introduce to families and students to the idea of a "free language space" where "we can use all of our languages." The family shares occur in a TL space where families and students are encouraged to use their home languages.</li> <li>On your "Our families/Nuestras familias" TL bulletin board display 2-3 of your family photos that model family practices and the use of diverse terms in multiple languages.</li> <li>As families visit and share their family photos, your documentation of their language features will demonstrate the authentic and diverse language repertoires used in students' homes.</li> <li>When recording vocabulary be sure to use blue for English, red for Spanish, and choose consistent colors for other LOTEs if applicable.</li> </ul>	
Assessment: Pre-Assessment	
<ul style="list-style-type: none"> <li>Review the entire class's captioned family photos to learn about your students' diverse family terms and the family practices that play important roles in their lives. This knowledge will help you anticipate and highlight family practices/language(s) during shares and to better select texts that reflect students' lives. You may also have to overcome personal biases related to terms you find difficult to accept. To develop TL community, you will need to learn to accept these terms in order to genuinely validate students' and their families in person.</li> </ul>	

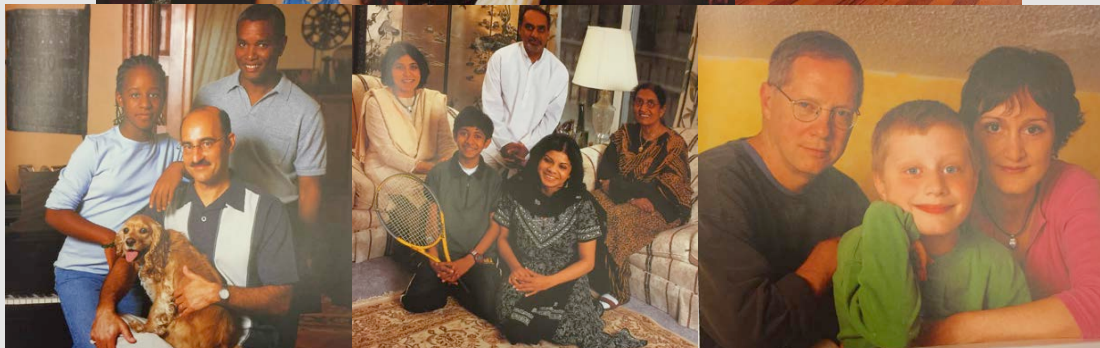
WEEK 1	
LESSON 1	LESSON 2
Language of Instruction	
TL Space: <b>Spanish</b> & <b>English</b>	<b>English</b>
Lesson Objectives	
<p><b>Objective:</b> Students will present their first family photo orally and listen to their peers for different ways to refer to family members.</p> <ul style="list-style-type: none"> <li>Begin by reminding students that this is a "free language space." Display a visual for this space. We suggest a sign that says: "We use all of our languages to express our ideas!/Usamos todos nuestros idiomas"</li> </ul>	<p><b>Objective:</b> Students will identify who is part of their family by labeling their family members in a family photo, as well as continue an exploration of diverse family structures by recording other students' family structures on a tree diagram.</p> <ul style="list-style-type: none"> <li>Refer to the essential question: Who is part of my family?</li> </ul>

<p>para compartir nuestras ideas” Encourage students to use the language(s) they use at home that best help them to express their ideas.</p> <ul style="list-style-type: none"> <li>• Introduce the essential questions: Who is part of my family? / ¿Quién forma parte de mi familia? This question should be posted above the meeting area for the week.</li> <li>• Launch the lesson by explaining that throughout the week everyone will explore the essential question by looking at their individual families and the family structures of their classmates.</li> <li>• Model a share using a personal family photo to describe family members using personal labels in Spanish &amp; English. Model using the following sentence stems: Este/esta es mi _____. Es mi _____. / This is my _____. She’s/He’s my _____. For example: Esta es mi yaya. Es mi abuela./This is my yaya. She’s my grandmother.</li> <li>• Highlight the importance of diverse family labels by building a “Our families/ Nuestras familias” TL bulletin board. Add the word “yaya” as a word to describe “grandmother or abuela.” Ask students to listen carefully for the words their peers use to describe their family members.</li> <li>• Prompt students to turn-and-talk to share one of their family photos using the sentence stem(s).</li> <li>• Listen in on their conversations and highlight 2-3 diverse words used to describe family members in English and Spanish with the whole class.</li> <li>• Transition to small groups of 3-4 students at tables to have them share their photos.</li> <li>• Later, have students return to the meeting area to share unfamiliar family terms used by their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the day’s activity by sharing a family photo demonstrating who is part of your family. Describe your family structure (e.g., who is considered to be part of your family, who lives with you and who does not). Use the language stem: <i>The people who are part of my family are _____.</i></li> <li>• Introduce the translanguaging “family journal.”</li> <li>• Model how to draw and label family members in your TL “family journal” (for an example, see fig. 4.1 in chapter 4).</li> <li>• Ask a few students to share what labels they want to include in their translanguaging journal.</li> <li>• Have students return to their desks to draw and label their family members in their TL family journal.</li> <li>• Have them return to the rug to share their drawings/captions.</li> <li>• Chart their responses, along with an image of each family member on a tree diagram entitled: <i>Who can be part of a family?</i></li> <li>• After each share, add synonyms for family members under each clipart image. For example, <i>pop-pop</i> and <i>abuelito</i> can go under <i>grandfather</i>. This chart will serve as a family word wall for the family unit..</li> </ul> 
<p style="text-align: center;"><b>Translanguaging Space: Community Development</b></p>	
<ul style="list-style-type: none"> <li>• Consistently use the “We use all of our languages to express our ideas!/Usamos todos nuestros idiomas para compartir nuestras ideas” sign to signal a TL space where students feel encouraged to share their linguistic repertoire freely.</li> <li>• Refer to the “Our families/Nuestras familias” TL bulletin board to highlight family photos with diverse family terms in multiple languages.</li> </ul>	<ul style="list-style-type: none"> <li>• The TL “family journal” is a personal translanguaging space.</li> <li>• At the end of the first week, send a family letter sharing examples of the linguistic richness of the classroom’s families. Highlight and appreciate the diverse language features used at home and in the classroom when students are allowed to translanguage freely.</li> </ul>

<p><b>Contrastive Analysis and Bridging Activity:</b></p> <ul style="list-style-type: none"> <li>• Having open conversations to share diverse terms for family builds community and validates linguistic diversity. For example, when describing a grandmother, students might say: <i>yaya</i>, <i>nona</i>, <i>abu</i>, <i>nan</i>, <i>mom-mom</i>, etc.</li> <li>• Build the “Our families/Nuestras familias” TL bulletin board by adding pictures and family words used to describe loved ones. When recording vocabulary use blue for English, red for Spanish, and choose consistent colors for other LOTEs if applicable. Don’t forget to add articles for Spanish words. For example, <i>la mamá</i> not simply <i>mamá</i>.</li> </ul>	<p><b>Contrastive Analysis and Bridging Activity:</b></p> <ul style="list-style-type: none"> <li>• The family tree diagram will help students compare and contrast terms in Spanish and English.</li> </ul>
<p><b>Translanguaging Space: Translanguaging Rings</b></p>	
<ul style="list-style-type: none"> <li>• Meet with student individually or in pairs to discuss their oral descriptions of their families. The teacher can provide support with pronunciation and translations.</li> <li>• When needed, write down new vocabulary on a post-it in blue (English) and/or red (Spanish) for students to refer to as they share.</li> <li>• Repeat the sentence stems slowly and clearly to students who need to hear it more than once: <i>Este/esta es mi _____</i>. <i>Es mi _____</i>. / <i>This is my _____</i>. <i>She’s/He’s my _____</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Although students will be prompted to use English on this day, students can still share and record Spanish terms for “family” in their TL family journal and on the bilingual tree diagram of family terms.</li> <li>• In small groups, model how to draw and label family members in your translanguaging journal using red for Spanish and blue for English.</li> <li>• Provide a bilingual sentence starter for students who need support with English. (<i>The people who are part of my family are _____</i>. <i>Las personas que son parte de mi familia son _____</i>.)</li> <li>• Students can share their family photo labels orally in partnerships or small groups before writing.</li> </ul>
<p><b>Assessment: Formative Assessment</b></p>	
<ul style="list-style-type: none"> <li>• Create a <i>Language Observation Note-Taking Chart</i> (see fig. 4.8 in chapter 4) to note diverse family terms used by your students when naturally talking to peers.</li> <li>• Also, note how they use the available sentence stems and what language they seem most comfortable using.</li> <li>• Use the “Our families/Nuestras familias” TL bulletin board as an ongoing assessment of students’ linguistic practices. This TL space provides an important opportunity to assess children’s language use and their background knowledge of family labels and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue adding your observations to your <i>Language Observation Note-Taking Chart</i> (see fig. 4.8 in chapter 4) noting family terms used by your students, as well as family practices.</li> <li>• Meet individually or in pairs with emergent English speakers to better understand what English vocabulary/phrases they need to better communicate their ideas.</li> <li>• Note sounds/words that are difficult for students to pronounce and possible pronunciation supports needed.</li> </ul>

WEEK 2	
LESSON 3	LESSON 4
Language of Instruction	
English	Spanish
Lesson Objectives	
<p><b>Objective:</b> Students will explore the diversity of family structures by observing family photos in a small group. Students will compare and contrast their own family structure to that of their classmates’.</p> <p><i>Preparation: Sort through the class family photos and create sets of diverse family structures to distribute among the small groups.</i></p> <ul style="list-style-type: none"> <li>• Direct students’ focus to the essential question: Who is part of my family? Remind them that this was the focus last week. Tell the class that today we will be focusing on an additional question: Who is part of my classmate’s family?</li> <li>• Remind students that diverse members of the family were charted on a family tree diagram. They can refer to this chart as a family word wall.</li> <li>• Model today’s activity by doing a think-aloud comparing and contrasting your family structure to that of other families in the group of photos. Model writing down one similarity and one difference using the language stems: <i>A similarity I have with ____’s family is _____./ A difference I have with ____’s family is _____.</i></li> <li>• Students should be given a handout with the two language stems written out for them with space to take notes.</li> <li>• In small groups, students should observe the family photos and use their comparison worksheets to write one similarity and one difference between their family structure and that of another family at that station.</li> <li>• Gather students in the meeting area to discuss the essential questions: Who is part of my family? Who is part of my classmate’s family? Prompt them to share similarities and differences of family structures that they discovered.</li> </ul>	<p><b>Objective:</b> Students will continue to explore the diversity of family structures by discussing and writing about differences and similarities they see in family portraits (in Spanish).</p> <p><i>Preparation: Gather pictures of diverse families from books. Be sure to select images that reflect family structures that are different from your students. Prepare multiple copies of pictures to distribute among students.</i></p> <ul style="list-style-type: none"> <li>• <b>Bridging Activity:</b> Review the tree diagram of family structures. Ask: ¿A qué palabra le falta una traducción en español? / What word is missing a Spanish translation? Add any missing family member labels in Spanish to the chart. For example, add <i>el abuelo</i> under <i>grandfather</i>. Encourage students to simultaneously add missing and new terms to their TL family journal.</li> <li>• Display pictures of different family structures taken from class read alouds (see sample images below from <i>Families</i> by Susan Kuklin).</li> <li>• Building on the previous lesson, ask students to turn-and-talk using the language stems: <i>Esta familia es parecida a la mía porque tiene _____./ Esta familia es diferente a la mía porque tiene _____./ (This family is similar to my family because it has _____./ This family is different from my family because it has _____.)*</i> Then, chart their similarities and differences noticings.</li> <li>• Have students work in small groups to practice writing one similarity and one difference in Spanish using one of the distributed read-aloud photographs.</li> <li>• Bring the class together to share the similarities and differences they found using the selected photographs.</li> </ul>

Sample images from the book Families by Susan Kuklin:



### Translanguaging Space: Community Development

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Students will naturally translanguage with peers as they notice similarities and differences. Praise this behavior by saying: "I love how you are using all of your languages to explore your ideas with your classmates."</li> <li>Help them bridge what they know to English by prompting them to use the family tree diagram, TL family journal and the "Our families/Nuestras familias" TL bulletin board to find translations.</li> <li>Provide some time for students to add new Spanish &amp; English terms into their TL family journal.</li> </ul> | <ul style="list-style-type: none"> <li>Students will naturally translanguage with peers as they search for the right words to describe the similarities and differences they observe in the photographs. Praise this behavior.</li> <li>Encourage them to tap into each other's linguistic repertoires by asking their peers: ¿Cómo se dice ____ en español? / How do you say ____ in Spanish?</li> <li>Adding Spanish labels to the tree diagram written mostly in English helps students bridge vocabulary between the two named languages.</li> <li>TL community use of environmental print: Students can refer to their TL family journal, the tree diagram, "Our families/Nuestras familias" TL bulletin board, and class charts for vocabulary and content.</li> </ul> |
|--|--|

### Translanguaging Space: Translanguaging Rings

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Translate the sentence starters to Spanish if students are having difficulty understanding the English sentence starters.</li> <li>In small groups meet with emergent English speakers and have them express their thoughts orally in Spanish first. Then prompt them to use the family tree diagram, TL family journal and the "Our families/Nuestras familias" TL bulletin board to translate their</li> </ul> | <ul style="list-style-type: none"> <li>Bring together a small group of emergent Spanish students to help them leverage what they know in English to discuss and write their responses in Spanish.</li> <li>Based on your assessments, provide individual students with specific scaffolds that Spanish learners need to communicate their thoughts orally and in writing to describe family similarities and differences.</li> </ul> |
|---|--|



<p>words. Prompt them to use the English sentence starters.</p> <ul style="list-style-type: none"> <li>Meet with students who need direct support to produce English sentences. If needed, encourage them to write down their words in Spanish first and then use all of the language reference materials to translate the terms into English. Practice any relevant pronunciation with them.</li> </ul>	
<b>Assessment: Formative Assessment</b>	
<ul style="list-style-type: none"> <li>Circulate to assess how students understand similarities and differences among family structures.</li> <li>As you are meeting with individual students and small groups, note any strengths and challenges in producing English oral and written statements about family similarities and differences. Keep a running list of the vocabulary that is not on the class TL bulletin board or family tree diagram so these may be added in future lessons.</li> <li>Look to see what vocabulary students add to their TL family journal and what terms are absent. For example, in the journal page below the student is missing an English equivalent for <i>mami</i>. Prompt the student to look at the bilingual tree diagram to find an English word that can go under <i>mami</i>, such as <i>mother</i> or <i>mom</i>.</li> <li>Also, it's important to note in your assessments that this student will probably need to be introduced to more formal words for <i>papi</i> and <i>mami</i> on a Spanish day so they can add <i>el padre</i> y <i>la madre</i> respectively.</li> </ul> <div data-bbox="380 1352 672 1717"> </div>	<ul style="list-style-type: none"> <li>Listen in on students' oral translanguaging and observe their writing. Note any difficulties with plural conjugations, articles, numbers, and descriptions about race.</li> <li>Circulate to assess how students understand similarities and differences. Note how their opinions about family structures have changed or remained the same, and why.</li> <li>Note any strengths and challenges in producing Spanish oral and written statements about family structures, similarities and differences.</li> </ul>
<p>*Translated words in parenthesis are meant for the reader of this guide and are not intended to be posted for all students. As a dual language bilingual teacher you will use environmental print, pictures/labels, TL spaces, and TL rings to support students with developing their linguistic repertoire.</p>	

## WEEKS 3-4

### Essential Questions:

- ¿Qué experiencias comparten las familias? / What experiences do families share?
- ¿Por qué son importantes estas experiencias en familia? / Why are family experiences important?

### Essential Understandings:

- Families are important because they provide us with opportunities for meaningful shared experiences.
- Shared experiences with families can be cultural traditions and celebrations or leisure time activities.

### Social Studies Standards:

**1.1a, 1.1c:** Families have cultural similarities and differences

**1.1b:** Families celebrate in many ways

### ELA Standards:

**RI.1.2:** Identify the main topic and retell key details of a text.

**RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

**SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers in small and larger groups.

**SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

WEEK 3	
LESSON 5	LESSON 6
Language of Instruction	
Spanish	English
Lesson Objectives	
<p><b>Objective:</b> Students will reflect on the importance of family shared experiences by interviewing a partner about his/her family shared experiences.</p> <p><i>Preparation: Sort through the class family photos and distribute a picture depicting a family practice to each child.</i></p>	<p><b>Objective:</b> After listening to a read aloud of a few selections from <i>Family Pictures/Cuadros de familia</i> or <i>In My Family/En mi familia</i> by Carmen Lomas Garza, students will work in small groups to determine the importance of a shared family experience from the book and present their findings to the whole class.</p>



- Introduce the essential questions: ¿Qué experiencias comparten las familias? ¿Por qué son importantes estas experiencias en familia? / What experiences do families share? Why are family experiences important? These questions should be posted above the meeting area for the week.
- Remind the students that as a class they are trying to answer these questions through an exploration of families. The teacher will explain that we have already studied diverse family members, and that this week we will take a closer look at what families do together by interviewing each other.
- The teacher distributes to each child a photograph depicting their own family practice(s).
- Put up the following interview questions on a chart. Add drawings or photographs to scaffold each question visually. The chart will be used as a reference throughout the week as they ask each other about their family photographs:
  1. ¿Quién esta en tu foto?: En esta foto está mi \_\_\_\_\_. (Who is in your picture? In this picture you can see my \_\_\_\_\_.)\*
  2. ¿Dónde esta tu familia?: Mi familia está en \_\_\_\_\_. (Where is your family? My family is in \_\_\_\_\_.)
  3. ¿Qué hace tu familia?: Mi familia esta \_\_\_\_\_. (What is your family doing? My family is \_\_\_\_\_.)
  4. ¿Por qué es importante esta experiencia para ti y tu familia? ¿La experiencia familiar es importante porque \_\_\_\_\_. (Why is this experience important for you and your family?: This family experience is important because \_\_\_\_\_.)
- Model an interview with a student. First, have the child ask you questions about your family photo. Then, interview them about his/her/their family photo.
- Students will then interview a partner.
- Each student should receive a printed illustrated handout with all the questions/prompts for reference and for taking notes.
- Gather students together as a whole group and have them share their partner's photo in Spanish to someone sitting next to them.

- Point to this week's essential questions: What experiences do families share? Why are family experiences important? Explain that the read aloud book for today is a collection of shared family experiences from the author's childhood in Mexico.
- Conduct a read aloud of 2-3 relevant scenes from the bilingual picture book, *Family Pictures/Cuadros de familia* or *In My Family/En mi familia* by Carmen Lomas Garza (see sample page below). Pick a few scenes your students can relate to but are unique to Garza's experience. (For more images of what families experience together see "Item A" on pages 69-71).
- Model a discussion about one of the pictures using the following questions:
  - What family members do you see in this picture?
  - Where is the family?
  - What is the family doing?
  - Why do you think this family experience is important to the author?



- Distribute a picture to each small groups of 3-4 students and have them answer the above questions together. You may want to facilitate the discussion or have another adult sit with the group.
- These questions will be displayed for students at the front of the class and will also be written on a handout for each group.

Encourage them to use their notes and the Spanish sentence starters.	
<b>Translanguaging Space: Community Development</b>	
<ul style="list-style-type: none"> <li>Students will probably translanguage with peers as they find it hard to express themselves fully in Spanish. Praise this behavior by saying: "I love how you are using all of your languages to explore your ideas with your classmate."</li> <li>Again, encourage students to refer to their TL family journal, the tree diagram of family structures and other relevant environmental print from Weeks 1-2 to help them produce their responses fully in Spanish.</li> <li>Encourage them to tap into each other's linguistic repertoires by asking their peers: ¿Cómo se dice ____ en español? / How do you say ____ in Spanish?</li> </ul>	<ul style="list-style-type: none"> <li>Remind students that it's important to honor the English learners responses in Spanish if they can't find the words to express themselves fully in English. These should not correct the student but try to understand their ideas first.</li> <li>Encourage emergent English speaker to tap into other's linguistic repertoires by asking: How do you say ____ in English?</li> </ul>
<b>Translanguaging Space: Translanguaging Rings</b>	
<ul style="list-style-type: none"> <li>Conduct the interview with an emergent Spanish learner in a small group. In this way, you can help model for the group how they can use language supports such as TL environmental print and their TL family journal to help them find needed Spanish words.</li> <li>Sit with pairs of students as they interview each other. Encourage them to conduct the interview on their own but be available to aid them with translations, pronunciation, and constructing their responses in Spanish.</li> <li>Provide written translations for the prompts for students who need it.</li> <li>Partner up a strong Spanish speaker with a Spanish learner.</li> <li>A small version of the tree diagram can have been glued into students' translanguaging journals for reference.</li> <li><b>Differentiated language instruction:</b> Create small groups to address language challenges observed over the last few days/weeks in your assessments. Language instruction can include verb conjugations, articles, vocabulary, overgeneralizations and confusions with English.</li> </ul>	<ul style="list-style-type: none"> <li>Since <i>Family Pictures/Cuadros de familia</i> and <i>In My Family/En mi familia</i> are bilingual picture books, each scene can be read in English and Spanish by the students in small groups.</li> <li>Tell students they can speak in both Spanish or English in small groups but must work together to produce their final responses in English.</li> <li><b>Differentiated language instruction:</b> Create small groups to address language challenges observed over the last few days/weeks in your assessments. Language instruction can include support with verb conjugations, pronunciation, vocabulary, overgeneralizations and confusions with Spanish.</li> </ul>

### Assessment: Formative Assessment

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Sit with pairs of students as they interview each other. Note specific strengths and difficulties students experience while interviewing each other in Spanish.</li><li>• Listen in on students' oral language. Students will probably translanguage with peers as they find it hard to express themselves fully in Spanish. Note any difficulties with verb conjugations, pronunciation, articles, and keep a running list of the vocabulary they need to better respond to the interview questions.</li><li>• Note specific mistakes and/or overgeneralizations used when producing Spanish orally.</li></ul> | <ul style="list-style-type: none"><li>• Sit with small groups and note specific strengths and difficulties students experience while describing the assigned book scene in English.</li><li>• Keep a running list of descriptive vocabulary students seem to need to better describe each of the assigned scenes from the book.</li></ul> |
|---|---|

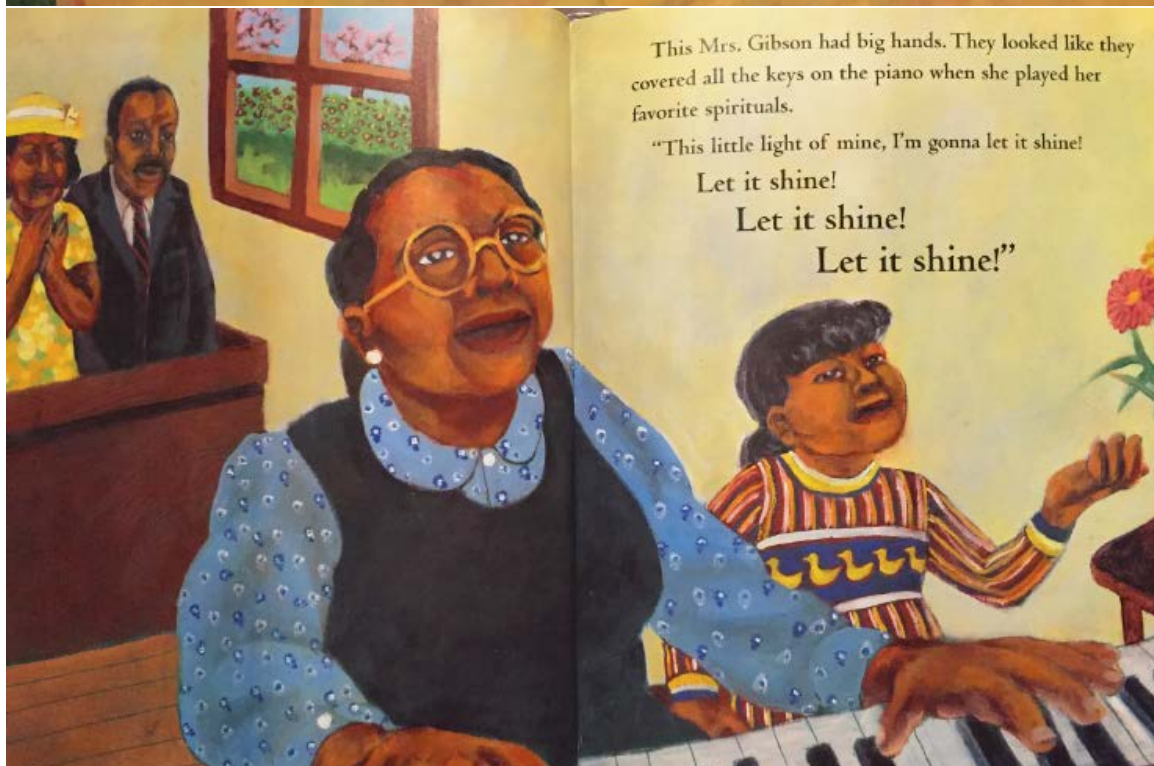
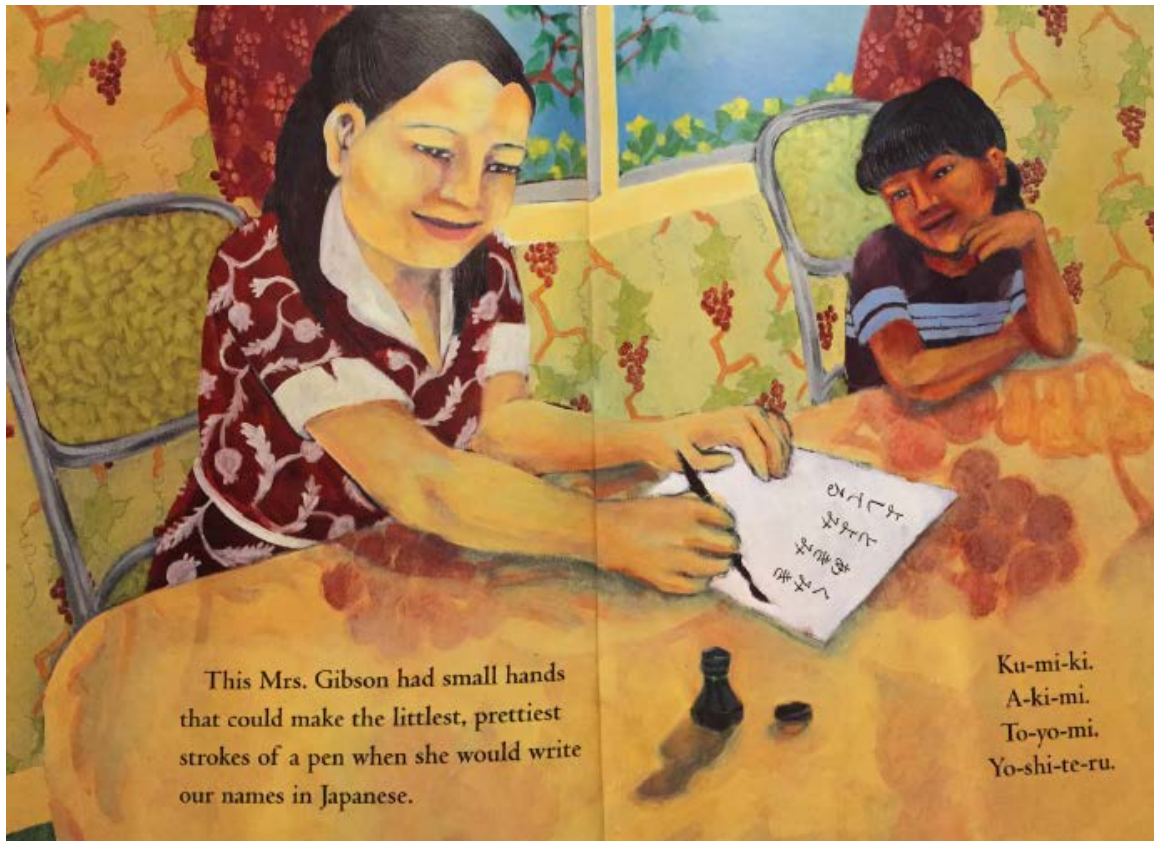
**Item A. Sample Images for demonstrating experiences that families enjoy together:**

Romero, O., & Howard, P. (1996). *Con mi familia*. Carmel, CA: Hampton-Brown Books.





Igus, Toyomi. (1996). *Two Mrs. Gibsons*. San Francisco, CA: Children's Book Press.



Caraballo, Samuel. (2004). *Mis abuelos y yo/My Grandparents and I*. Houston, TX: Pinata Books.





WEEK 4									
LESSON 7		LESSON 8							
Language of Instruction									
English		Spanish							
Lesson Objectives									
<p><b>Objective:</b> In small groups, students will practice using their English to interview a guest about her/his/their family practices.</p> <p><i>Preparation: Confirm an interview with an English-speaking school staff member. Ask this person to share a family photograph in which they are celebrating a cultural tradition.</i></p> <ul style="list-style-type: none"><li>Explain to the class that today they will be interviewing an (English-speaking) staff member about their family picture.</li><li>Place last week’s peer interview questions side-by-side with today’s questions:</li></ul>		<p><b>Objective:</b> In small groups, students will practice using their Spanish to interview a guest about her/his/their family practices.</p> <p><i>Preparation: Confirm an interview with a Spanish-speaking school staff member. Ask this person to share a family photograph in which they are celebrating a cultural tradition.</i></p> <ul style="list-style-type: none"><li>Explain to the class that today they will be interviewing a (Spanish-speaking) staff member about their family picture.</li><li>Place last week’s peer interview questions side-by-side with today’s questions:</li></ul>							
<table><tr><th>Peer interview questions</th><th>Guest interview question</th></tr><tr><td><ul style="list-style-type: none"><li>Who is in your picture?</li><li>Where is your family?</li><li>What is your family <u>doing</u>?</li><li>Why is this <u>experience</u> important for you and your family?</li></ul></td><td><ul style="list-style-type: none"><li>Who is in your picture?</li><li>Where is your family?</li><li>What is your family <u>celebrating</u>?</li><li>Why is this <u>tradition</u> important for you and your family?</li></ul></td></tr></table>	Peer interview questions	Guest interview question	<ul style="list-style-type: none"><li>Who is in your picture?</li><li>Where is your family?</li><li>What is your family <u>doing</u>?</li><li>Why is this <u>experience</u> important for you and your family?</li></ul>	<ul style="list-style-type: none"><li>Who is in your picture?</li><li>Where is your family?</li><li>What is your family <u>celebrating</u>?</li><li>Why is this <u>tradition</u> important for you and your family?</li></ul>	<table><tr><th>Peer interview questions</th><th>Guest interview question</th></tr><tr><td><ul style="list-style-type: none"><li>¿Quién esta en <u>tu</u> foto?</li><li>¿Dónde esta <u>tu</u> familia?</li><li>¿Qué hace <u>tu</u> familia?</li><li>¿Por qué es importante esta <u>experiencia</u> para <u>ti</u> y <u>tu</u> familia?</li></ul></td><td><ul style="list-style-type: none"><li>¿Quién esta en <u>su</u> foto?</li><li>¿Dónde esta <u>su</u> familia?</li><li>¿Qué <u>festeja</u> <u>su</u> familia?</li><li>¿Por qué es importante esta <u>tradición</u> para <u>usted</u> y <u>su</u> familia?</li></ul></td></tr></table>	Peer interview questions	Guest interview question	<ul style="list-style-type: none"><li>¿Quién esta en <u>tu</u> foto?</li><li>¿Dónde esta <u>tu</u> familia?</li><li>¿Qué hace <u>tu</u> familia?</li><li>¿Por qué es importante esta <u>experiencia</u> para <u>ti</u> y <u>tu</u> familia?</li></ul>	<ul style="list-style-type: none"><li>¿Quién esta en <u>su</u> foto?</li><li>¿Dónde esta <u>su</u> familia?</li><li>¿Qué <u>festeja</u> <u>su</u> familia?</li><li>¿Por qué es importante esta <u>tradición</u> para <u>usted</u> y <u>su</u> familia?</li></ul>
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<ul style="list-style-type: none"><li><b>Contrastive Analysis/Metalinguistic Awareness:</b> Read the questions aloud and ask students how these questions are similar to last week’s questions. Prompt them to point out any differences. They should note that the words “celebrating” and “tradition” are new. Underline these two words.</li><li>Explain that today’s guest will be talking about how she/he/they <i>celebrate</i> an important <i>tradition</i> with family.</li><li>Provide the students with a few minutes to analyze the photo. Say: From this picture, what do you think it means to <i>celebrate</i> a <i>tradition</i>? Turn-and-talk with partner to share your ideas.</li></ul>		<ul style="list-style-type: none"><li><b>Contrastive Analysis/Metalinguistic Awareness:</b> Read the questions aloud and ask students how these questions are similar to last week’s questions. Prompt them to point out any differences. They should note the words “festeja” and “tradición,” the use of “su” for “tu,” and “usted” for “ti.”</li><li>Point out that while “tradición” is a cognate for “tradition,” “festeja” is not a cognate for “celebrate.”</li><li>Prompt students to share why we would use “su” and “usted” instead of “tu” and “ti?” If the students don’t know, explain that “su” and “usted” are formal and</li></ul>							



<ul style="list-style-type: none"> <li>List their responses and together summarize what it means to “celebrate a tradition with family.”</li> <li>Once finished, call the staff member in for short interviews in small groups (4 students). This is an important opportunity for students to use their English in an authentic way. Each student should be assigned one question. Provide them with a handout containing all four questions with space to take notes.</li> </ul>	<p>respectful ways to address a guest in Spanish.</p> <ul style="list-style-type: none"> <li>Once finished, call the staff member in for short interviews in small groups (4 students). This is an important opportunity for students to use their Spanish in an authentic way. Each student should be assigned one question. Provide them with a handout containing all four questions with space to take notes.</li> </ul>
<p style="text-align: center;"><b>Translanguaging Space: Community Development</b></p>	
<ul style="list-style-type: none"> <li>By inviting guests into the classroom, teachers are able to expose students to different varieties of language. Both the English- and Spanish-speakers will undoubtedly bring in their own varieties of language that will enrich students’ appreciation of diverse linguistic repertoires.</li> </ul>	<p><b>Contrastive Analysis/Metalinguistic Awareness:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting how questions are written in both English and Spanish develops students’ metalinguistic awareness.</li> <li>By exploring the semantic differences between “tu/su” and “ti/usted” students are able to explore informal/formal ways to address an audience in Spanish.</li> </ul>
<p style="text-align: center;"><b>Translanguaging Space: Translanguaging Rings</b></p>	
<ul style="list-style-type: none"> <li>Do a practice interview with a small group or individual emergent English speakers before meeting with the guest.</li> <li>Encourage emergent English speakers to tap into other’s linguistic repertoires by asking: “What does ____ mean in Spanish?”</li> <li>Join each of the small groups of students as they interview the guest speaker. Facilitate any of the guest’s responses to be more comprehensible to first graders and/or perform the duty of translator, as needed.</li> <li><b>Differentiated language instruction:</b> Create small groups to address language challenges observed over the last few days/weeks in your assessments. Language instruction can include support with asking questions, pronunciation, responding to questions in full sentences, verb conjugations, pronouns, building family-related vocabulary, and any overgeneralizations/confusions with Spanish.</li> <li>The TL family journal continues to be a personal TL space, as it creates a space where students can take notes in Spanish and English.</li> <li>Remind students that they can write in English/Spanish if it’s faster for them to take notes of the guest’s comments.</li> </ul>	<ul style="list-style-type: none"> <li>Do a practice interview with a small group or individual emergent Spanish speakers before meeting with the guest.</li> <li>Encourage emergent Spanish speakers to tap into other’s linguistic repertoires by asking: “¿Qué significa ____ en inglés?”</li> <li>Join each of the small groups of students as they interview the guest speaker. Facilitate any of the guest’s responses to be more comprehensible to first graders and/or perform the duty of translator, as needed.</li> <li><b>Differentiated language instruction:</b> Create small groups to address language challenges observed over the last few days/weeks in your assessments. Language instruction can include support with asking questions, pronunciation, responding to questions in full sentences, using questions marks in Spanish, verb conjugations, pronouns, building family-related vocabulary, and any overgeneralizations/confusions with English.</li> <li>Remind students that they can write in Spanish/English if it’s faster for them to take notes of the guest’s comments.</li> </ul>

Assessment: Formative Assessment	
<ul style="list-style-type: none"> <li>Assess how students are orally asking questions, responding to questions and note any challenges with pronunciation. In writing, note how well students use questions marks in English, conjugate verbs, and note any challenges with subject-verb agreement.</li> <li>Note specific strengths and challenges students have with understanding the concept of a family “tradition.”</li> </ul>	<ul style="list-style-type: none"> <li>Assess how students are orally asking questions, responding to questions and note any challenges with pronunciation. In writing, note how well students use questions marks in Spanish, articles, conjugate verbs, and note any challenges with subject-verb agreement.</li> <li>Note specific strengths and challenges students have with understanding the concept of “una tradición.”</li> </ul>

## PART II:

### 4<sup>th</sup> Grade “Native Americans in New York” DLBE Unit of Study

“Native Americans of New York” was developed by Gladys Y. Aponte and Timothy Becker as a Common Core-aligned social studies Unit of Study to be used in 4<sup>th</sup> grade Spanish/English DLBE. This 5-week unit is the beginning of a larger investigation of the Lenape and the Haudenosaunee (the preferred name of the Iroquois) cultures. Although this unit is a well-known part of the fourth-grade social studies curriculum in New York City, Gladys and Timothy wanted to make sure they addressed the content in a culturally sensitive way. They struggled with how best to cover the mandated content while also showing that Native Americans are a diverse and adaptable group that still forms an important part of our country today.

Gladys and Tim hope that students reach the essential understanding that *different cultures meet the same basic needs in different ways depending on the resources they have available*. This curriculum has three goals: (1) to allow students to connect understandings of the traditional lifestyle of the Lenape and Haudenosaunee with their understandings of their own lives, (2) to allow students to develop academic content and language in both English and Spanish to express those understandings, and (3) to help students leverage their academic resources to write a final Spanish informative piece and be able to present its content orally in Spanish.

**Language Allocation:** This unit was designed for a self-contained dual language bilingual classroom with three periods of social studies a week, where one teacher presents all of the material in both languages. However, teachers in a side-by-side dual language program may want to follow the suggested sequence below (fig. 5.3).

*Figure 5.3. Language Allocations for Self-Contained DLBE Model and Side-by-Side DLBE Model*

#### Alternate Week DLBE Model

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	SS: Lesson 1	SS: Lesson 2	SCIENCE	SS: Lesson 3	SCIENCE
WEEK 2	SS: Lesson 4	SS: Lesson 5	SCIENCE	SS: Lesson 6	SCIENCE
WEEK 3	SS: Lesson 7	SS: Lesson 8	SCIENCE	SS: Lesson 9	SCIENCE
WEEK 4	SS: Lesson 10	Lesson 11	SCIENCE	SS: Lesson 12	SCIENCE
WEEK 5	SS: Lesson 13	SS: Lesson 14	SCIENCE	SS: Lesson 15	SCIENCE

**Side-by-Side DLBE Model Sample Lesson Sequence (Alternating Weeks)**

**Note: This model changes the Unit of Study into a 6-week study**

- Class A begins the unit in week 1
- Class B begins the unit in week 2

<b>WEEK 1</b>	<b>Class A</b>	<b>Spanish Classroom - Lessons 1-3 (Lesson 1 is a Translanguaging Day)</b>
	<i>Class B</i>	<i>English Classroom – Finish Previous Unit</i>
<b>WEEK 2</b>	<b>Class A</b>	<b>English Classroom – Lessons 4 &amp; 5</b>
	<i>Class B</i>	<i>Spanish Classroom - Lessons 1-3 (Lesson 1 is a Translanguaging Day)</i>
<b>WEEK 3</b>	<b>Class A</b>	<b>Spanish Classroom - Lessons 6-9 (Lesson 6 is a Translanguaging Day)</b>
	<i>Class B</i>	<i>English Classroom – Lessons 4 &amp; 5</i>
<b>WEEK 4</b>	<b>Class A</b>	<b>English Classroom – Lessons 10-12 (Lesson 6 is a Translanguaging Day)</b>
	<i>Class B</i>	<i>Spanish Classroom - Lessons 6-9 (Lesson 6 is a Translanguaging Day)</i>
<b>WEEK 5</b>	<b>Class A</b>	<b>Spanish Classroom - Lessons 13-15</b>
	<i>Class B</i>	<i>English Classroom – Lessons 10-12 (Lesson 6 is a Translanguaging Day)</i>
<b>WEEK 6</b>	<b>Class A</b>	<b>English Classroom – Begin New Unit</b>
	<i>Class B</i>	<i>Spanish Classroom - Lessons 13-15</i>

**Essential Questions:**

- How did the Lenape and Haudenosaunee use the natural resources of the eastern woodlands to meet their needs for food, shelter, and clothing?
- How do we meet our basic needs for food, shelter, and clothing?
- How does my way of life compare and contrast to the way of life of the Lenape and the Haudenosaunee of the past?
- How do we use transition words to compare and contrast ideas in English and in Spanish?

**Essential Understandings:**

- Different cultures meet the same basic needs in different ways depending on the resources they have available and their values.

**Common Core Standards:**

**L.4.3.A:** Choose words and phrases to convey ideas precisely.

**RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**SL.4.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

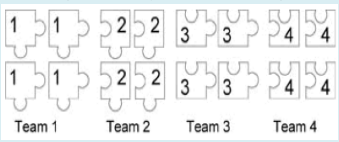
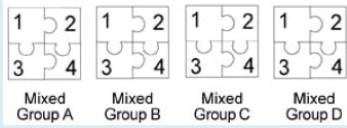
UNIT PRE-LAUNCH	
Language of Instruction	
TL Space: <b>Spanish</b> & <b>English</b>	
Pre-Unit Preparation	
<ul style="list-style-type: none"> <li>Preparation: Send out a letter to your students' families to introduce the translanguage pre-assessment homework (item 1). Invite families to collaboratively answer the questions regarding their living, clothing, and eating practices. Inform students and families that you would like to assess the language students are familiar with in Spanish, but they are welcome to use English if it allows them to better express their ideas. Emphasize that it's very important to assess their content understanding regardless of language. This homework data should be available to share on "Day 1" below.</li> <li>A couple of weeks before beginning the unit, begin to assess what comparison terms (i. e., también, however, igualmente) and past imperfect verbs (i. e., usaban, comían, vestían) students are already using orally and in writing.</li> </ul>	
Translanguage Space: Community Development	
<ul style="list-style-type: none"> <li>The personal bilingual dictionary (item 4) validates the use of diverse vocabulary and phrases. Students can share meaningful uses of language that are not reflected in "academic language." Personal bilingual dictionaries can be used in any content area.</li> <li>When recording new vocabulary, it is important to use blue for English, red for Spanish, and consistent colors for other LOTE if applicable. This is particularly important for students with emergent literacy skills in either language. The colors also serve as visual cues when students refer to their personal bilingual dictionaries for language support throughout the school year.</li> </ul>	
Assessment: Pre-Assessment	
<ul style="list-style-type: none"> <li>Review students' homework to learn about the family practices that play an important role in their lives, the vocabulary they use to describe these in both languages, how they conjugate Spanish verbs, and note the concepts they might need more concise terms for or need translations. For example, students may not have the word for "farmer's market" but may describe it as "a fair where they sell fruits." Also, students may write mostly in Spanish but write "hot dog stand" in English. What are the equivalent Spanish translations for this phrase? This pre-assessment will help you anticipate what conceptual and language supports you will need to provide as the unit develops.</li> </ul>	

WEEK 1: PRE-ASSESSMENT		
What linguistic resources are students bringing to the unit?		
LESSON 1	LESSON 2	LESSON 3
Language of Instruction		
TL Space: <b>Spanish &amp; English</b>	<b>Spanish</b>	<b>Spanish</b>
Lesson Objectives		
Students will refer to the homework (see Item 1 located after these tables) to compare and contrast the ways their family meets the basic needs for food, shelter, and clothing with another classmate. Although the materials and discussion will be mainly in Spanish, responses in English are welcome.	Students will identify the natural resources in the read aloud, <i>Gracias te damos</i> by Chief Jake Swamps. Then they will make inferences about how the Native Americans might have used those resources.	Students will refer to a list of natural resources and to images depicting the native groups' lifestyles to make inferences about how those resources were used to meet basic needs.
Translanguaging Space: Translanguaging Community Development		
<b>Establishing a Translanguaging Space:</b> <ul style="list-style-type: none"> <li>It is important to be transparent with students and explain that the first few activities in this unit will be used as pre-assessments of content and language that hasn't yet been taught yet. Therefore, students are encouraged to complete the previous day's homework (see Item 1) in Spanish but are invited to use English if it allows them to better express themselves.</li> <li>Students should be reminded that their own way of meeting a basic need may be intricately tied to one language (i.e.: <i>bodega</i> and <i>farmers market</i> do not translate well).</li> <li>As the class shares, the teacher will chart the terminology students use to compare and contrast in either language on the</li> </ul>	Students continue adding to their personal bilingual dictionaries. They can refer to their peers, dictionaries, or the internet to translate words.	<b>Metalinguistic Analysis:</b> <ul style="list-style-type: none"> <li>Compare the word <i>usaban</i> to the English word <i>used</i>. Highlight the correct translation of the English phrase, "<i>used to</i>."</li> <li>Remind students to continue adding words to their personal bilingual dictionaries that are new to them and that they want to remember, particularly for their final presentation and essay.</li> </ul>

<p><i>Comparative Words Chart</i> (see Item 4).</p> <ul style="list-style-type: none"> <li>Students begin deciding which words they want to add to their <i>Personal bilingual dictionaries</i> (see Item 5) to use as reference in their final essay, which will be written in Spanish. Teachers should model by adding words to their personal bilingual dictionary that are new to their own linguistic repertoire.</li> </ul>		
<p><b>Translanguaging Space: Translanguaging Rings</b></p>		
<ul style="list-style-type: none"> <li>Students who are emergent in Spanish will be able to contribute by sharing ideas in English.</li> <li>Students complete the <i>Pre-assessment Worksheet</i> (see Item 2) with a partner in Spanish but words in English are welcomed.</li> <li>Students are encouraged to share in both languages as they contribute to the class's bilingual <i>Basic Needs Chart</i> (see Item 3).</li> </ul>	<ul style="list-style-type: none"> <li><i>Gracias te damos</i> by Chief Jake Swamps is available in both languages. Students who are emergent in Spanish can use the English book to leverage their understanding and participation for participation in Spanish.</li> <li>Students can ask each other for assistance to translate their ideas to Spanish, and they can negotiate in either language about what they are going to write on the <i>Gracias te damos worksheet</i> (see Item 7). This gives students who are emergent in Spanish a chance to voice their opinions in English and receive support from their peers when writing their ideas in Spanish.</li> <li>Educators should work with small groups or individual students as they complete the worksheet. This also allows the teacher to introduce new terms in both languages.</li> </ul>	<ul style="list-style-type: none"> <li>Students are allowed to brainstorm and discuss their inferences in both languages before writing them on the <i>Inferences Worksheet</i> (see Item 8).</li> <li>After their bilingual discussions, students will contribute to the class <i>Inferences Chart</i> in Spanish (see Item 9).</li> <li>Bilingual dictionaries are available in the classroom and can be especially helpful for students emergent in English.</li> </ul>



Assessment: Pre-Assessment		
<p>Use the <i>Language Observations</i> chart (see Item 6). Consider:</p> <ul style="list-style-type: none"> <li>What vocabulary do students already have in relation to basic needs and resources?</li> <li>Are there words that students do not know in their other languages? (<i>carnicería, bodega, farmer's market</i>)</li> <li>What language do students already use when comparing and contrasting?</li> </ul>	<p>Use the <i>Language Observations</i> chart (see Item 6). Consider:</p> <ul style="list-style-type: none"> <li>Continue to assess the language that students already use in relation to the natural resources mentioned in <i>Gracias te damos</i>.</li> <li>What vocabulary and language structures do students use when speaking about the past?</li> <li>How do students use the new vocabulary when provided with them? (<i>similarly, igualmente, etc...</i>)</li> </ul>	<p>Use the <i>Language Observations</i> chart (see Item 6). Consider:</p> <ul style="list-style-type: none"> <li>How are students using past imperfect verbs? (<i>Tal vez los Lenape y los Haudenosaunee <b>usaban</b> ____ para ____</i>).</li> <li>Do students have the content-specific vocabulary to express their inferences about natural resources and basic needs (<i>fur, pelaje, birchbark, canoe, etc.</i>)?</li> </ul>

WEEK 2: Building Content Knowledge		
LESSON 4	LESSON 5	LESSON 6
Language of Instruction		
English	English	TL Space: <b>Spanish &amp; English</b>
Lesson Objectives		
<p>Students are given <i>Jigsaw Expert Packets</i> (see item 10). They will read text to become experts on the ways that the Lenape and the Haudenosaunee used a specific natural resource (rabbit's fur, birchbark, or corn). Then they will prepare to teach classmates the next day by taking notes on graphic organizers.</p> <p>Jigsaw expert learning</p> 	<p>Students will teach each other about the natural resource they focused on the previous day. They will use past imperfect verbs when teaching and when taking notes on the content they learn from classmates.</p> <p>Jigsaw expert teaching</p> 	<p>Students will engage in <i>bridging</i> the content previously learned in English to new Spanish vocabulary.</p>
Translanguaging Space: Translanguaging Community Development		
<ul style="list-style-type: none"> <li>Students who are emergent in English will be given the <i>Jigsaw Expert Packets</i> (see item 10) in Spanish. They should begin the bridging process by labeling words/phrases in the packet</li> </ul>	<ul style="list-style-type: none"> <li>Students are reminded to think about the language needs of the person they are teaching as they refer to the <i>Conversation Prompts</i> (see item 11). <i>Do they need to use both languages?</i></li> </ul>	<p><b>Bridging Activity:</b></p> <ul style="list-style-type: none"> <li>Students are provided with a <i>Jigsaw Expert Packet</i> (see item 10) in English and in Spanish. They should read over the Spanish packet and</li> </ul>

<p>with English. They will share this on Friday when the whole class bridges.</p> <ul style="list-style-type: none"> <li>Students are reminded to continue adding to their personal bilingual dictionaries.</li> </ul> <p><b>Metalinguistic Analysis:</b></p> <ul style="list-style-type: none"> <li>Help students realize that the word <i>para</i> translates as <i>for</i> or <i>to</i>. This may cause students to use them interchangeably in English (e.g.: A student thinking, “Usaban el pelaje <u>para</u> hacer abrigos” might say, “They used fur <u>for</u> they could make coats”).</li> </ul>	<ul style="list-style-type: none"> <li>All students are reminded to advocate for themselves as other students teach them. <i>Do they need to ask classmates for clarification or translation?</i></li> <li>Students continue adding to their personal bilingual dictionaries.</li> </ul>	<p>pay attention to the words that are new to them (since they used the English packets in Lessons 4 &amp; 5) and highlight words that they feel are most important to the unit.</p> <ul style="list-style-type: none"> <li>Each student will select 3-5 key words that they want to include in their personal bilingual dictionaries so they can use the words in class and in their final essay.</li> <li>In groups, students share the words they added to their personal bilingual dictionaries and explain <i>why</i> they believe those words are important for this unit. Teachers should then select some examples to share with the class.</li> </ul>
<p style="text-align: center;"><b>Translanguaging Space: Translanguaging Rings</b></p>		
<ul style="list-style-type: none"> <li>Students who may struggle with today’s transition to English will be supported by the differentiated packets and by the numerous visuals in the reading. Teachers can facilitate this in a one-to-meeting or in a small group.</li> <li>The <i>Jigsaw Expert Packets</i> are available in both languages and the Spanish version can be provided to support students who are emergent in English.</li> <li>Students should be grouped strategically so that each group has differentiated reading levels, language experience, and content background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with bilingual <i>Conversation Prompts</i> (see item 11) but are encouraged to teach each other in English.</li> <li>Students can use Spanish to take notes in class but should complete the <i>Jigsaw Homework Sheet</i> (see item 12) in English. These can be developed into essays (see item 13).</li> </ul>	<ul style="list-style-type: none"> <li>Students are grouped strategically so that each group has differentiated reading levels, language experiences, and content background knowledge.</li> <li>Students should refer to classmates, digital translating devices, and bilingual dictionaries for language support.</li> </ul>

Assessment: Formative Assessment		
<ul style="list-style-type: none"> <li>Teachers should confer with groups as they prepare to teach others about their focus topics. Workshop as a group and ask students to practice aloud what they will be saying. Note any phrases/vocabulary needed by students for future instruction.</li> <li><b>Metalinguistic Analysis:</b> After listening to their group members practice aloud, ask what language phrases / vocabulary they preferred or want to use in their own shares.</li> <li>Note how students use the past imperfect verbs and content vocabulary from their Jigsaw Expert Packets.</li> </ul>	Teachers assess the use of past imperfect verbs (used/usaban) in students' homework assignment and during conversations while students are teaching each other.	Teachers should observe the words each student chooses to add to their personal bilingual dictionaries while reminding them to think metacognitively about their individual linguistic repertoires. For example, the word "abrigo" may be a new word for one student, while another student may already be familiar with "abrigo" and instead decide to record content-specific vocabulary like "corteza de abedul." Moreover, a student may already know the word <i>wigwam</i> in English but may decide to note that it is the same in Spanish.

WEEK 3: Expanding Linguistic Repertoires		
LESSON 7	LESSON 8	LESSON 9
Language of Instruction		
Spanish	Spanish	Spanish
Lesson Objectives		
Students will engage in a carousel activity to collaboratively organize the content learned in Lessons 1-6 into three rotating charts: <i>Comida, Hogar, y Ropa (Food, Shelter, and Clothing)</i> .	Students will use the <i>Pre-writing graphic organizer</i> (see item 15) to compare and contrast their own means of obtaining food, shelter, and clothing to the ways the Lenape and Haudenosaunee met those basic needs in the past. Then, students will verbally share their comparisons using one of the new comparative phrases (see item 19).	Students will write a paragraph comparing and contrasting their own ways of meeting a specific basic need to the ways the Lenape and Haudenosaunee met that same basic need in the past.
Translanguaging Space: Translanguaging Community Development		
<b>Bridging Activity:</b> <ul style="list-style-type: none"> <li>To categorize their information in Spanish, students must refer to their notes and to their personal bilingual dictionaries.</li> <li>Ask students to help each other with translations since most of their notes</li> </ul>	<b>Bridging Activity:</b> <ul style="list-style-type: none"> <li>Teachers should introduce and display a few of the new comparative phrases in <i>both</i> languages, even though students will aim to use the Spanish phrase in this lesson (see item 19). This public display of terms</li> </ul>	<ul style="list-style-type: none"> <li>Students will be reminded to refer to bilingual classroom charts, to their personal bilingual dictionaries, and to each other for linguistic support.</li> <li>In pairs, students share at least one comparative phrase they would like to</li> </ul>

<p>will be in English from the previous week</p> <ul style="list-style-type: none"> <li>As students learn from each other, they should be reminded to continue adding to their personal bilingual dictionaries.</li> </ul> <p><b>Metalinguistic Analysis:</b></p> <ul style="list-style-type: none"> <li>Compare the word <i>usaban</i> to the English word <i>used</i>. Highlight the correct translation of the English phrase, “<i>used to</i>”.</li> </ul>	<p>honors the linguistic repertoires of the class even though it’s a “Spanish day.”</p> <ul style="list-style-type: none"> <li>In pairs, students share at least one comparative phrase they would like to use in their essay to their Personal bilingual dictionaries. Prompt them to explain why the term is important for them.</li> </ul>	<p>use in their essay to their Personal bilingual dictionaries. Prompt them to explain why the term is important for them.</p>
<p><b>Translanguaging Space: Translanguaging Rings</b></p>		
<ul style="list-style-type: none"> <li>Students who may struggle with the transition to Spanish instruction will be supported by the bridging strategies which began in Lesson 6 and continue today. Teachers can facilitate this in a one-to-meeting or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be invited to brainstorm, organize, and draft their ideas in either or both languages. This will allow all students to develop their ideas regardless of language abilities.</li> <li>Teachers should confer with students as they pre-write and encourage them to draw from all content resources available in both languages.</li> <li>Some students may benefit from using the comparative phrase in English first before saying it in English.</li> <li>Students should be encouraged to verbally share their ideas in Spanish (with support from the previous lesson’s charts). Nevertheless, they may also be invited to discuss in either language before writing in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Students who are emergent in Spanish will be supported by the sentence frames and bank of comparative phrases provided on the <i>Comparing a Basic Need worksheet</i> (see item 16), which they can discuss with a partner prior to completing.</li> <li>Students will refer to their <i>Pre-writing graphic organizer</i> (item 15) to get ideas for their paragraph. These will likely be bilingual.</li> <li>Teachers should provide specific language supports one-to-one or in small groups, based on the previous day observations.</li> </ul>
<p><b>Assessment: Formative Assessment</b></p>		
<p>Teachers use the <i>Deer Homework sheet</i> (see item 14) to assess students’ content understanding as well as their use of vocabulary and past imperfect verbs, such as, “<i>usaban ____ para ____.</i>”</p>	<p>Teachers should observe students’ use of new comparative phrases and continue to assess the language structures emphasized in the unit thus far.</p>	<p>Teachers should note the language students already use to compare and contrast and encourage students to use some of the newer comparative phrases (see item 19).</p>

WEEK 4: Increasing Fluency through Content		
LESSON 10	LESSON 11	LESSON 12
Language of Instruction		
TL Space: Spanish & English	English	English
Lesson Objectives		
Using the <i>Contrastive Analysis Sort cards</i> (see item 17), students will categorize Spanish and English comparative phrases. Then, students will discuss the similarities/patterns and differences they observe between the Spanish and English phrases. Students should select a few comparative phrases to their personal bilingual dictionaries that they want to try to use in their essay.	Students will write a paragraph comparing the ways traditional Lenape met the need for food to the ways contemporary Lenape satisfy that need, as depicted in the read-aloud, <i>When the Shadbush Blooms</i> by Carla Messenger and Susan Katz (see item 20).	Students will create a <i>Mirroring Lifestyles Booklet</i> (see item 22) with images and captions portraying the similarities and differences between themselves and the Native Americans of New York—inspired by the images in <i>When the Shadbush Blooms</i> by Carla Messenger and Susan Katz (see item 20).
Translanguaging Space: Translanguaging Community Development		
<b>Metalinguistic Analysis:</b> <ul style="list-style-type: none"> <li>This contrastive analysis of English and Spanish comparative language structures fosters metalinguistic awareness while validating the importance of leveraging both Spanish and English.</li> <li>All students can translanguauge to share their noticings about the Spanish and English transitional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should remind students to refer to the class bilingual <i>Contrastive Analysis Chart</i> from Lesson 10 (see item 19) when deciding which comparative phrases to use. Using bilingual resources openly on an “English day” supports the development of a translanguaging community.</li> </ul> <b>Metalinguistic Analysis:</b> <ul style="list-style-type: none"> <li>Teachers should prompt students to inquire about authors’ use of untranslated and culturally-bound terms: The names of the months in <i>When the Shadbush Blooms</i> are written in the Lenape language.</li> </ul>	<ul style="list-style-type: none"> <li>Remind students to leverage the class’s bilingual <i>Contrastive Analysis Chart</i> from Lesson 10 when deciding on which comparative phrases to use.</li> </ul>
Translanguaging Space: Translanguaging Rings		
<ul style="list-style-type: none"> <li>Students who are emergent in English are encouraged to share their “noticings” (see item 18) in Spanish, even though the teacher</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Shadbush Blooms Paragraph Worksheet</i> (see item 21) has sentence starters and a word bank of</li> </ul>	<ul style="list-style-type: none"> <li><i>When the Shadbush Blooms</i> serves as a model for visual support that they can use for writing their captions.</li> </ul>

<p>will be recording them in English on the class <i>Contrastive Analysis Chart</i> (see item 19).</p> <ul style="list-style-type: none"> <li>Students emergent in English will be partnered with students who can assist with understanding and pronouncing English comparative phrases.</li> </ul>	<p>comparative phrases available for support.</p> <ul style="list-style-type: none"> <li>Students who are emergent in English will be encouraged to discuss the book's plentiful visual information with a partner in both languages.</li> <li>Students who are emergent in English may also complete the graphic organizer in both languages then work with a partner to write the paragraph in English.</li> </ul>	<ul style="list-style-type: none"> <li>Students should refer to their bilingual notes on their <i>Pre-writing graphic organizer</i> (item 15) to get ideas for their captions.</li> <li>Emphasize to students the importance of using bilingual class charts, their personal bilingual dictionaries, published bilingual dictionaries, and the internet as language resources for writing.</li> <li>Teachers should provide individualized language supports and/or create small groups informed by the week's formative assessments.</li> </ul>
<b>Assessment: Formative Assessment</b>		
Teachers use the <i>Contrastive Analysis Sort</i> (see item 17) to assess students' understanding of phrases used to compare and phrases used to contrast.	Teachers assess the language students use to compare and contrast and push students to use more complex structures from the <i>Contrastive Analysis Chart</i> (Lesson 10).	Teachers analyze the captions students include in their <i>Mirroring Lifestyles</i> booklets to assess their use of comparative language, past-tense verbs, and unit-specific vocabulary.

WEEK 5: CULMINATION		
Demonstrating Content and Language Fluency		
LESSON 13	LESSON 14	LESSON 15
Language of Instruction		
Spanish	Spanish	Spanish
Lesson Objectives		
Students will draft their essays to compare and contrast the ways they meet their basic needs to the ways the Native Americans of New York met their basic needs in the past.	Students will revise their essays and focus particularly on their use of comparative language, past imperfect verbs, and translanguageing. Teachers should use the <i>Sample Student Essay</i> (see item 23) to model and ask students to visually highlight all the required language components in the essay.	Students will use the language resources they have gained in this unit to present their final projects and essays to parents and fellow students.
Translanguageing Space: Translanguageing Community Development		
<ul style="list-style-type: none"> <li>Students will use the <i>Pre-Writing Graphic Organizers</i> they completed bilingually</li> </ul>	<p><b>Metalinguistic Analysis:</b></p> <ul style="list-style-type: none"> <li>Students decide with a partner if there are any</li> </ul>	<p><b>Metalinguistic Analysis:</b></p> <ul style="list-style-type: none"> <li>Student should research the translations for certain</li> </ul>

<p>in Lesson 8 (item 15) to draft essays in Spanish, with the exception of certain culturally-bound words (e.g., <i>wigwam</i>, <i>Whole Foods</i>).</p> <ul style="list-style-type: none"> <li>Students should refer to their personal bilingual dictionaries, contrastive analysis charts, and other class posters to translate their pre-writing notes as necessary.</li> </ul>	<p>English terms that they deliberately want to include in their final piece (e.g., farmer's market, Whole Foods, etc.). Prompt them to share why these deliberate decisions about language are important for them as bilingual writers.</p>	<p>titles, key words, and captions so their work is accessible to guests with diverse language backgrounds.</p>
<p><b>Translanguaging Space: Translanguaging Rings</b></p>		
<ul style="list-style-type: none"> <li>Teachers should provide individualized language supports and/or create differentiated small groups related to Spanish transitional phrases and past imperfect verb conjugations.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be partnered to engage in peer-revisions with classmates who can provide support with content and/or language. The teacher may want to group students with "content-experts" and "Spanish writing experts" separately.</li> <li>Encourage students to audio/video record their written products in preparation for their oral presentations to a Spanish-speaking audience.</li> <li>Students continue to refer to the bilingual <i>Contrastive Analysis Chart</i> (see item 19) as they revise or add comparative phrases, their personal bilingual dictionaries, published bilingual dictionaries, and the internet as language resources for writing.</li> <li>Teachers should provide individualized language/content support and/or meet with differentiated small groups to help students with final revisions.</li> </ul>	<ul style="list-style-type: none"> <li>Students who are emergent in either language should be paired strategically so they can support each other as they present.</li> <li>Students will refer to their essays (written in Spanish) and their <i>Mirroring Lifestyles booklet</i> (written in English) when presenting to their audience.</li> <li>All class charts with compare contrast language and content vocabulary from this unit of study will still be on display for students to refer to during their presentations.</li> </ul>



<b>Assessment: Summative Assessment</b>		
<p>Assess how students:</p> <ul style="list-style-type: none"> <li>• Use a variety of phrases to compare and contrast.</li> <li>• use past imperfect verbs to describe how basic needs were met in the past and present tense to describe how they meet their basic needs today.</li> <li>• use precise social studies content vocabulary.</li> </ul>	<p>Assess how students:</p> <ul style="list-style-type: none"> <li>• Use a variety of phrases to compare and contrast.</li> <li>• use past imperfect verbs to describe how basic needs were met in the past and present tense to describe how they meet their basic needs today.</li> <li>• use precise social studies content vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers observe how students use their linguistic resources flexibly to translanguage with audiences of diverse language backgrounds. They should also note the comparative language and tenses students use as they present.</li> <li>• Analyze their final essays. These serve as <b>summative assessments</b> that demonstrate students' content knowledge and Spanish language development over the course of the unit.</li> </ul>

## APPENDIX: 4<sup>th</sup> Grade Unit of Study Materials

### **Item 1. TL Homework**

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Instrucciones:** Responde estas preguntas acerca de tu familia. Puedes pedirle ayuda a tu familia.\*

*\*Pueden contestar en español, inglés, o en ambos idiomas.*

## **Mi familia. . .**

COMIDA	
1. ¿Dónde compran comida?	
_____	_____
_____	_____
_____	_____
2. ¿Qué es algo que tu familia come casi cada semana?	
_____	
_____	
3. ¿Quién cocina en tu casa? ¿Qué usan para cocinar?	
_____	
_____	

## HOGAR

4. ¿En qué tipo de hogar vives? (*circula*)

apartamento en un edificio    apartamento en una casa    casa de una familia

5. ¿De qué material está construido tu hogar? (por fuera)

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---

6. ¿Con quién vives?

---

---

7. ¿Cómo mantienen el hogar cálido durante el invierno?

---

---

## ROPA

8. ¿Dónde compras tu ropa?

- ---
- ---
- ---

9. ¿Cuáles cosas usas para protegerte del frío?

---

---

10. ¿De cuáles materiales está hecha tu ropa?

---

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**Item 2. Pre-Assessment Worksheet**

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## **Comparación con mi compañero de clase.**

**Instrucciones:** Usa la hoja de tarea para comparar tus respuestas con tu compañero. *\* Feel free to write some words in English.*

### **SEMEJANZAS**

<b>COMIDA: ¿Qué semejanzas tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

<b>HOGAR: ¿Qué semejanzas tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

<b>ROPA: ¿Qué semejanzas tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

### **DIFERENCIAS**

<b>COMIDA: ¿Qué diferencias tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

<b>HOGAR: ¿Qué diferencias tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

<b>ROPA: ¿Qué diferencias tienes con tu compañero?</b>
_____
_____
_____
_____
_____
_____

Item 3. Basic Needs Chart

<u>¿Qué usan para satisfacer sus necesidades básicas?</u>			
Comida			
carnicería	bodega	farmer's market	
restaurant			horno
street fair		vendedor de frutas	
hot dog stand		supermercado	pizza
tamales	rice	beans	pollo
			estufa
Hogar			
bildin	edificio		
building		casa de dos familias	
cobijas			
		quilt	
casa privada			mantas
heater		calentador	estén
		radiator	
ladrillos	madera	cemento	siding
panels			
Ropa			
tiendas de ropa		botas	suéter
			sweaters
the mall		outlets	
	abrigo	thrift shop	tela
algodón	lana	suede	cuero

*Item 4. Personal bilingual dictionary*

<b>Mi diccionario bilingüe</b>	
Clase:	
Nombre:	
<b>My Personal Bilingual Dictionary</b>	



Palabra en <b>español</b>	Word in <i>English</i>	Palabra en <b>español</b>	Word in <i>English</i>
Dibujo – <i>Picture</i>		Dibujo – <i>Picture</i>	
Oración – <i>Sentence</i>		Oración – <i>Sentence</i>	

Palabra en <b>español</b>	Word in <i>English</i>	Palabra en <b>español</b>	Word in <i>English</i>
Dibujo – <i>Picture</i>		Dibujo – <i>Picture</i>	
Oración – <i>Sentence</i>		Oración – <i>Sentence</i>	

Item 5. Comparative Words Chart

## Frases comparativas

que ya usamos

también

also

ambos

y

pero

too

tampoco

igual que

neither

both

and

los dos

En esta unidad vamos a usar estas

frases nuevas

Igualmente

Likewise

Por otro lado

On the other hand

Similarmente

Similarly

Al contrario

On the contrary

Item 6. Language Observations Chart

Week 1 Pre-Assessment: Language Observations

SAMPLE

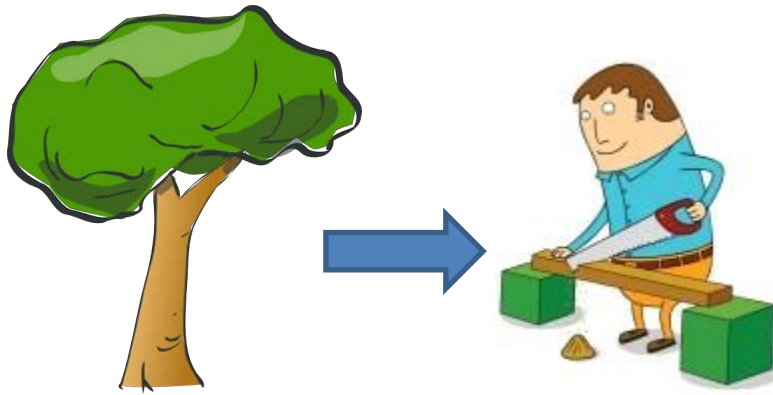
Basic Needs Vocabulary	Compare / Contrast Language	Natural Resources Vocabulary	Past Imperfect Verbs
<p><b>Day 1</b> <b>Comida</b> carnicería bodega farmer's market restaurante street fair vendedor de frutas hot dog stand supermercado pizza tamales (Carlos) rice beans pollo arroz estufa horno</p> <p><b>Hogar</b> bldin edificio building casa de dos familias cobijas casa privada mantas heater calentador estín radiator ladrillos madera cemento siding panels</p> <p><b>Ropa</b> tiendas de ropa botas sweaters suéter the mall outlets abrigo thrift shop tela algodón lana suede cuero</p>	<p><b>Day 1</b> también also ambos (Pedro &amp; Lisa) y pero too tampoco igual que (Yacely) neither both and los dos</p>	<p><b>Day 2</b> (Gracias te damos) trees wood madera agua bayas reindeer fish plantas squash</p> <p><b>Day 3</b> fur (not pelaje) botes barcos reindeer tipi</p>	<p><b>Day 3</b> Objetivo: “usaban ____ para ____”</p> <p>“used to” - <b>Lucas translated incorrectly</b> “usaban de hacer” (then Joseph repeated)</p> <p><b>Ryan, Sara, Samantha spoke</b> in present tense “usan”</p>

**Item 7. Gracias te damos Worksheet**

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Recursos Naturales en *Gracias te damos* por Chief Jake Swamp**



**¿Qué es un recurso natural?**

- Un recurso natural es **algo que viene de la naturaleza.**
- Un recurso natural es **algo que la gente usa.**

La madera es un **recurso natural** porque viene de los árboles y los árboles son parte de la **naturaleza**. La gente **usa** la madera para hacer muchas cosas como muebles y lápices.

**Piensa en *Gracias te damos*. ¿Cuáles son algunos recursos naturales que usaron los Haudenosaunee? Si tienes una idea y no sabes decirlo en español, escríbelo en inglés.**

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---

**¿Cómo crees que los Haudenosaunee usaban estos recursos?**

Piensa en lo que ya sabes acerca de las necesidades básicas. Haz una inferencia sobre cómo los Haudenosaunee usaban cada recurso para satisfacer sus necesidades básicas.

Después, **escribe los nombres de los recursos** en la tabla.

Yo pienso que los Haudenosaunee usaban estos recursos para la <b>comida.</b>	Yo pienso que los Haudenosaunee usaban estos recursos para el <b>hogar.</b>	Yo pienso que los Haudenosaunee usaban estos recursos para la <b>ropa.</b>

**Item 8. Inferences Worksheet**

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

¿Cómo crees que los Lenape y los Haudenosaunee usaban los **recursos naturales**?  
Escribe tus inferencias en **oraciones completas**.

**COMIDA**

1. Tal vez los Lenape y los Haudenosaunee usaban el conejo para comerse la carne.

2. Tal vez los Lenape y los Haudenosaunee usaban \_\_\_\_\_  
para \_\_\_\_\_.  
\_\_\_\_\_.

3. Tal vez \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**HOGAR**

1. Tal vez los Lenape y los Haudenosaunee usaban \_\_\_\_\_  
para \_\_\_\_\_.  
\_\_\_\_\_.

2. Tal vez \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**ROPA**

1. Tal vez \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



**Item 9. Inferences Chart**

**Nuestras Inferencias**

<p><b>COMIDA</b></p> <p>1. Tal vez los Lenape y los Haudenosaunee usaban <u>el conejo</u> para <u>comerse la carne</u>.</p> <p>2. Tal vez los Lenape y los Haudenosaunee usaban . . .</p>
<p><b>HOGAR</b></p> <p>1. Tal vez los Lenape y los Haudenosaunee usaban <u>los árboles</u> para <u>construir casas</u>.</p> <p>2. Tal vez los Lenape y los Haudenosaunee usaban . . .</p>
<p><b>ROPA</b></p> <p>1. Tal vez los Lenape y los Haudenosaunee usaban <u>el conejo</u> para <u>hacer ropa</u>.</p> <p>2. Tal vez los Lenape y los Haudenosaunee usaban . . .</p>

**Item 10. Jigsaw Expert Packets**

Nombre: \_\_\_\_\_

Recurso natural:

**Corteza de abedul**



La corteza de abedul es la capa de afuera del árbol de abedul.



árbol de  
abedul



corteza de abedul



**La corteza de abedul** es como una hoja de cartón. Es favorable de usar porque es una madera fuerte y resistente al agua. Adicionalmente, es fácil de doblar, de cortar, y de coser. Por eso, los Lenape y los Haudenosaunee la usaban para hacer muchas cosas.



## Canoas

▶ Canoa algonquina de corteza de abedul



Los Lenape y los Haudenosaunee usaban la *corteza de abedul* para construir canoas.



Las canoas eran muy importante! Se usaban para el transporte y para pescar.



Corteza de abedul



Construyendo una canoa

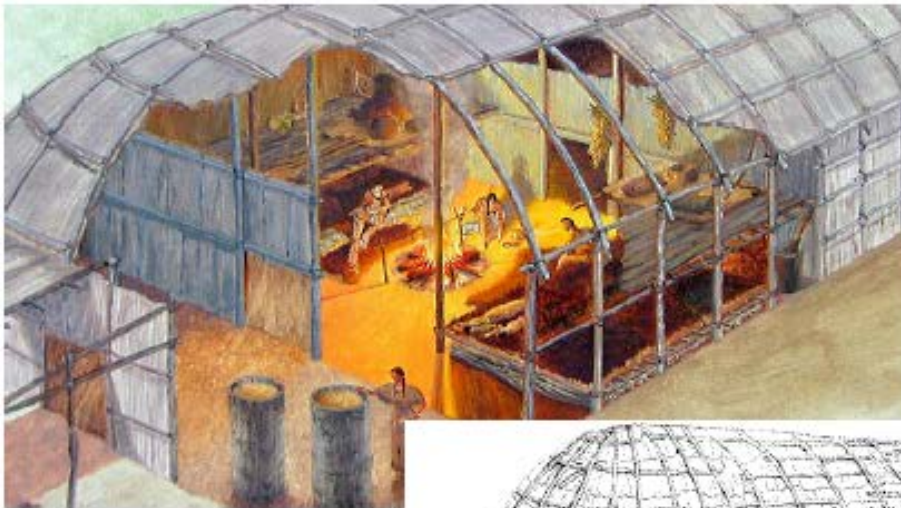
## Hogares

La corteza de abedul se usaba para construir el **wigwam** y la **casa comunal**.

### Wigwam



### Casa comunal



La corteza de abedul le daba donde vivir y los protegía del frío en el invierno.





## Canastas

La corteza de abedul se usaba para hacer canastas.



Las canastas se usaban para muchas cosas, como cargar agua, y guardar maíz.





Nombre: \_\_\_\_\_

1) ¿Qué es corteza de abedul?

---

---

2) ¿Qué construían con la corteza de abedul?

<u>¿Qué construían?</u>	<u>¿Para qué?</u>
<u>Wigwam &amp; Casa comunal</u>	<u>Construían estas casas para vivir</u> <u>en ellas, y para</u> _____
_____	<u>Construían</u> _____ _____ _____
_____	_____ _____ _____ _____

3) La corteza de abedul es favorable de usar porque....

---

---

Nombre: \_\_\_\_\_

Recurso natural:

## **Pelaje de conejo**



pelaje de conejo



## Camas

Los Lenape y los Haudenosaunee dormían en una madera muy dura. Por eso, ellos le ponían el *pelaje del conejo* para dormir más cómodos.



Camas (pelaje de conejo)



Camas (pelaje de conejo)

# Cobijas

Los Lenape y los Haudenosaunee también usaban el *pelaje del conejo* como **cobijas**. Ellos se tapaban con el *pelaje para calentarse* cuando dormían.



Una cobija de pelaje- para dormir

Cobijas de pelaje





## Abrigos

Los Lenape y los Haudenosaunee usaban el *pelaje del conejo* para hacer **abrigos y gorros**. Se abrigan con el *pelaje para calentarse en el invierno*.



**Abrigos de pelaje**



**Gorro de pelaje**

Nombre: \_\_\_\_\_

# Pelaje de conejo

¿Qué construían?	¿Para qué?
<div>_____</div> <div>?</div>	<div>Para protegerse la cabeza del frio.</div>
<div><u>Abrigos</u></div>	<div>Para _____</div> <div>_____</div> <div>_____</div>
<div>_____</div>	<div>_____</div> <div>_____</div> <div>_____</div>
<div>_____</div>	<div>_____</div> <div>_____</div> <div>_____</div>

Nombre: \_\_\_\_\_

Recurso natural:

## **El maíz**



¡El maíz era muy importante para los Lenape y los Haudenosaunee!



## Comidas

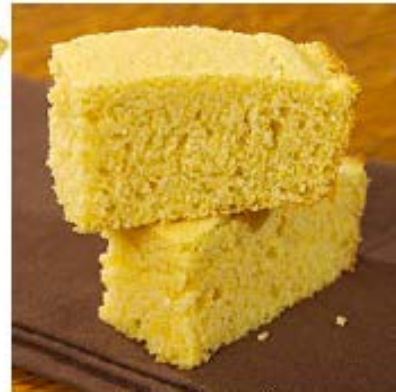
Los Lenape y los Haudenosaunee cocinaban *el maíz* de muchas maneras



Elote/Mazorca



Sopa de maíz



Pan de maíz



(Moliendo el maíz)



Pudín de maíz

## Hoja de maíz

Los Lenape y los Haudenosaunee usaban la **hoja de maíz** para hacer muchas cosas.



Mocasines hechos de hoja de maíz



Canasta hecha de hoja de maíz



Alfombrilla hecha de hoja de maíz

## Muñecas

Los Lenape y los Haudenosaunee usaban la **hoja de maíz** para hacer muñecas.



Nombre: \_\_\_\_\_

## El maíz

1) Registra los platos que crearon los nativos americanos con el maíz.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) ¿Qué construían con la hoja de maíz?

¿Qué construían?	¿Para qué?
_____? ?	<u>Para</u> protegerse los pies cuando caminaban.
<u>Canasta</u>	<u>Para</u> _____ _____ _____ _____
_____	_____ _____ _____ _____

Name: \_\_\_\_\_

Natural Resource:

## **Birch Bark**





**Birch bark** is the outside layer of the birch tree.



**Birch tree**



**Birch bark**



***Birch bark*** is like a sheet of carton. It is desirable for building because it is strong and water-resistant. Furthermore, it can be easily cut, bent, and sewn. Therefore, the Lenape and the Haudenosaunee used birch bark to build many things.



## Canoes



The Lenape and the Haudenosaunee used birch bark to build canoes.



Canoes were very important. They were used for traveling and for fishing.



Birch bark



Building a canoe.

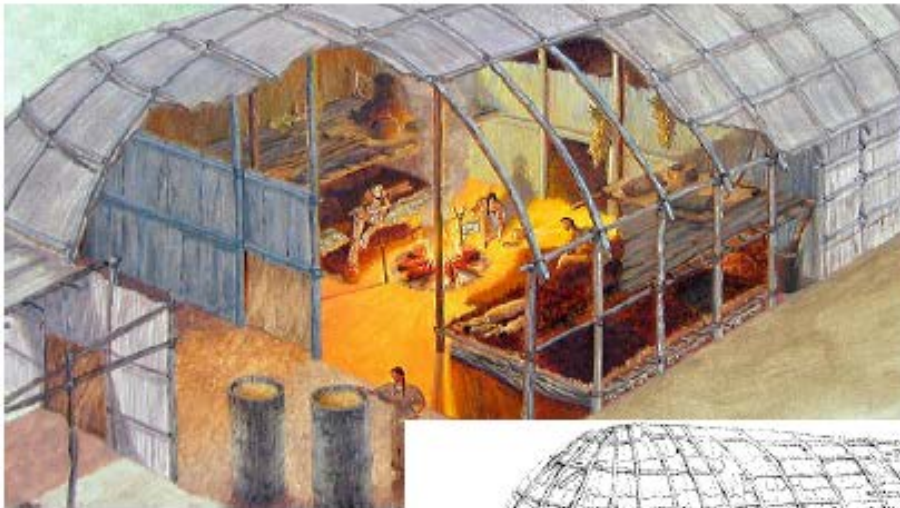
## Homes

Birch bark was used to build wigwams and long houses.

### Wigwams



### Longhouses



Birch bark helped them keep warm during the cold winter.



## Baskets

Birch bark was used to make baskets.



Baskets were used for many things, such as carrying water and storing corn.





Name: \_\_\_\_\_

1) What is birch bark?

---

---

2) What did they **build** out of **birch bark**?

What did they build?	Why?
<u>Wigwams &amp; Longhouses</u>	<u>They built these houses for shelter,</u> <u>and to</u> _____ _____
_____	<u>They built</u> _____ _____ _____ _____
_____	_____ _____ _____ _____

3) Birch bark is desirable for building things because...

---

---

Name: \_\_\_\_\_

Natural Resource:

## **Rabbit Fur**



rabbit fur



## **Bedding**

The Lenape and the Haudenosaunee slept on hard wooden boards. They covered the wood with rabbit fur to sleep more comfortably.



**Beds (rabbit fur)**



**Beds (rabbit fur)**



## Blankets

The Lenape and the Haudenosaunee also used rabbit fur to make blankets. They covered themselves with the fur to keep warm throughout the night.



A blanket made with rabbit fur.

Blankets made with rabbit fur.



## Coats

The Lenape and the Haudenosaunee used *rabbit fur* to make **coats** and **hats**. These things kept them warm in the winter.



Coats made of rabbit fur



Hat made of rabbit fur

Name: \_\_\_\_\_

## Rabbit fur

What did they make?	For what?
_____ ?	To keep their heads warm in the winter.
<u>Coats</u>	To _____ _____ _____
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

Name: \_\_\_\_\_

Natural Resource:

## Corn



Corn was very important to the Native Americans of New York



## Dishes

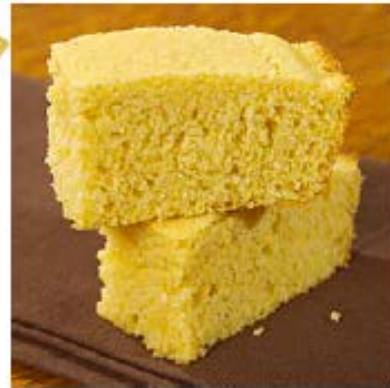
The Lenape and the Haudenosaunee cooked corn in many different ways.



Corn on the cob



Corn soup



Cornbread



(Grinding corn)



Corn pudding

# Cornhusk

The Lenape and the Haudenosaunee used **cornhusk** to make many different things.



Moccasins made with cornhusk



Basket made with cornhusk



Mat made with cornhusk



# Dolls

The Lenape and the Haudenosaunee made dolls out of cornhusk!



# Corn

1) List the dishes that Native Americans created with **corn**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) What did they **create** with **cornhusk**?

What did they create?	Why?
_____? ?	To protect their feet while walking.
<u>Basket</u>	To _____ _____ _____
_____	_____ _____ _____

**Item 11. Conversation Prompts**

**What Language Can We Use to Teach?**

**¿Qué palabras usamos para enseñar?**

I learned that the Haudenosaunee and the Lenape used \_\_\_\_\_.

Yo aprendí que los Haudenosaunee y los Lenape usaban \_\_\_\_\_.

They used it to make \_\_\_\_\_.

Ellos lo usaban para hacer \_\_\_\_\_.

This helped them \_\_\_\_\_

Esto le ayudaba a \_\_\_\_\_.

They also used \_\_\_\_\_ for / to \_\_\_\_\_.

También usaban \_\_\_\_\_ para \_\_\_\_\_.

\_\_\_\_\_ was very important because \_\_\_\_\_.

\_\_\_\_\_ era muy importante porque \_\_\_\_\_.

**Item 12. Jigsaw Homework Sheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## WHAT DID YOU LEARN TODAY?



1) \_\_\_\_\_  
(classmate's name) taught me that the Lenape and Haudenosaunee  
used \_\_\_\_\_ to \_\_\_\_\_

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2) \_\_\_\_\_  
(classmate's name) taught me that \_\_\_\_\_

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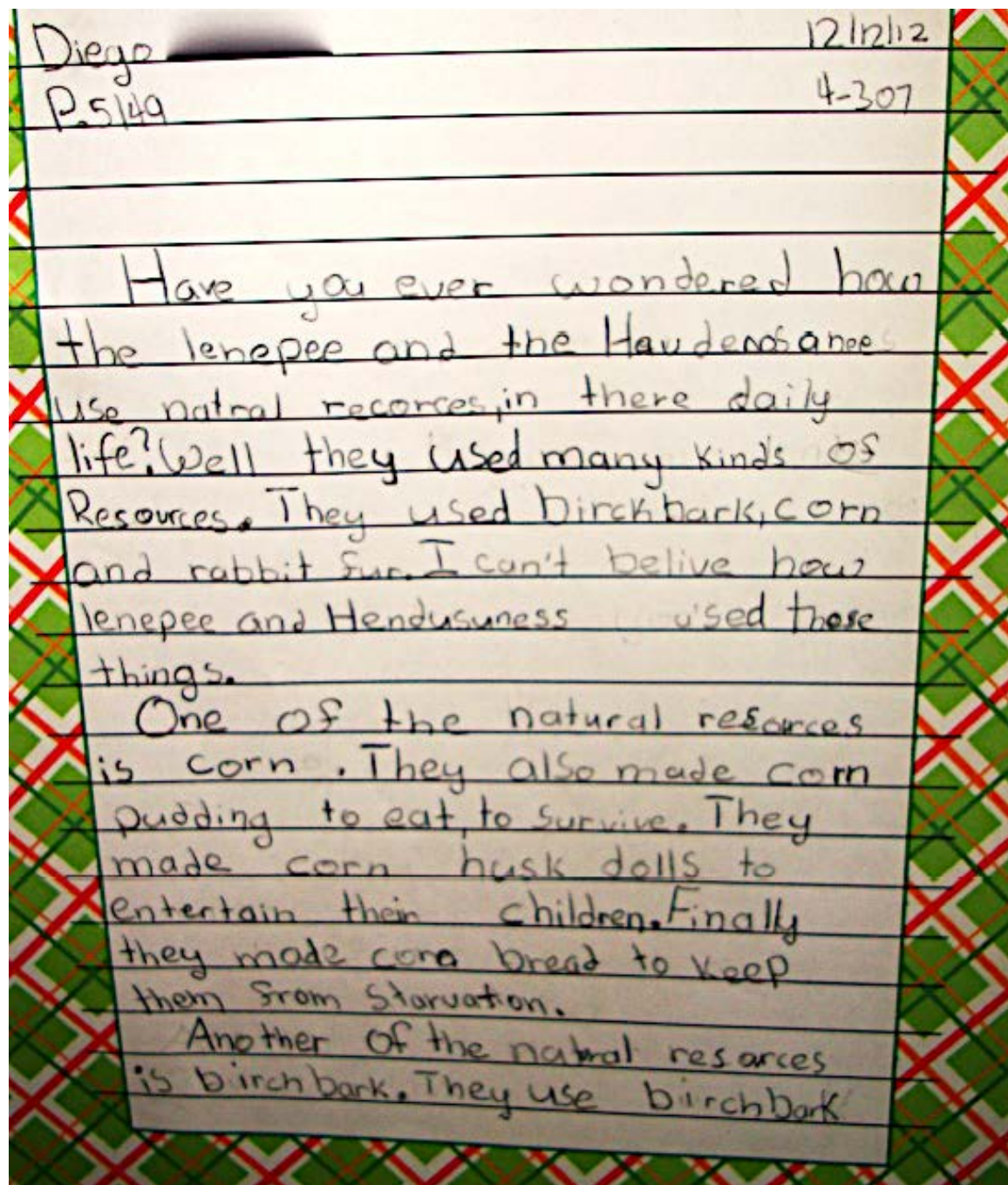
3) I taught them that \_\_\_\_\_

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Item 13. SAMPLE Jigsaw Homework Essays





Kayla \_\_\_\_\_ 12/12/12

Class 4-307 \_\_\_\_\_

\_\_\_\_\_

I imagine your self as a  
Haudenosaunee and you are using  
your natural resources to survive in  
life, like to use corn, birch bark and rabbit  
fur. Well that's what they used to survive.

One natural resource used to  
survive is corn. They used corn to  
make cornbush dolls, cornbush shoes  
and corn soup. They used corn to  
make cornbush shoes to keep warm  
in the night and in the winter. They  
also used corn to make corn soup  
to eat and get nutritious food to  
be healthy. Last but not least, they  
used corn to make cornbush dolls, to  
sell, to entertain themselves and

Another natural resource used to  
survive is birch bark. They used



Yo aprendí muchas cosas sobre los Lenape y los Haudenosaunee. Yo aprendí sobre cómo los Lenape y Haudenosaunee usaban el maíz, por ejemplo ellos usaban el maíz para hacer muñecas de maíz. Otro ejemplo cómo usaban el maíz, los Lenape y Haudenosaunee es que ellos usan el maíz para hacer comida, por ejemplo ellos hacían pudín de maíz. Finalmente, los Lenape y Haudenosaunee usaban el maíz para hacer objetos.

Esto es lo que yo aprendí sobre el maíz. Yo también aprendí cómo los Lenape y Haudenosaunee usaban el pelaje del conejo. Los Lenape y Haudenosaunee usaban el pelaje del conejo para hacer ropa, por ejemplo ellos hacían chaquetas con el pelaje del conejo y también usaban el pelaje del conejo para hacer gorras también y también hacían

**Item 14. Deer Homework**



**Usos del venado en los bosques del noreste**

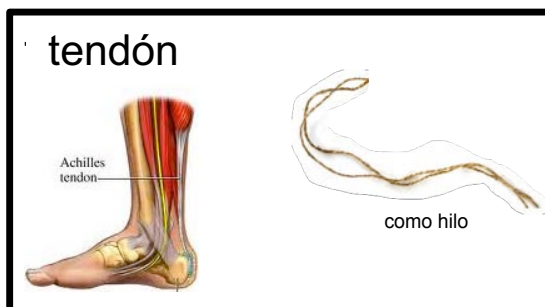
El **venado** fue un animal muy importante para los nativos americanos que vivían en el bosque del noreste. A los Lenape y los Haudenosaunee no les gustaba **malgastar** ninguna parte de la naturaleza. Por eso, ellos usaban todas las partes del venado.

Las mujeres cocinaban la carne del venado para comérsela. También **ahumaban** la carne para que no se dañara al guardarla. Ellos la guardaban para esos tiempos cuando no habían muchos venados para cazar.



**Ahumando** la carne para que no se dañe cuando la guarden

Los nativos de los bosques del noreste usaban la piel del venado para *coser* ropa, sábanas, y **mocasines**. Para *coser*, ellos usaban **los tendones** del venado porque parecen *hilo*.



También usaban la cola blanca del venado para decorar la ropa que se ponían en ceremonias.



Los nativos americanos del bosque del noreste también usaban los cuernos y los huesos de del venado para varias cosas. Por ejemplo, los cuernos del venado se usaban para hacer maracas. Usaban las maracas en bailes y en ceremonias especiales.

Igualmente, usaban los cuernos para decorar ***gustowehs***. Los líderes Haudonesaunee se ponían los *gustowehs* en ceremonias especiales. Para añadir, ellos *tallaban* los huesos y los cuernos para hacer ***agujas***, joyas, y ***herramientas***.



Los hombres cazadores siempre les pedían perdón a los venados antes de matarlos. Después, les daban las gracias por todas las cosas que le daba el venado.

El venado era un recurso natural muy importante para los Lenape y los Haudenosaunee. Les ayudaba a *satisfacer* sus ***necesidades básicas***.

**Necesidades básicas**

- comida
- ropa
- hogar

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_



## Usos del venado en los bosques del noreste

---

¿Cómo usaban el venado para satisfacer la necesidad básica de tener **ROPA**?

*¡Escribe en oraciones completas!*

1.	_____
	_____
	_____
	_____
2.	_____
	_____
	_____
	_____
3.	_____
	_____
	_____
	_____
4.	_____
	_____
	_____
	_____
5.	_____
	_____
	_____
	_____

### Item 15. Pre-Writing Graphic Organizer

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

*Organizador gráfico para el ensayo final*  
**Los Haudenosaunee, los Lenape, y yo**

**¿Cómo satisfaces tus necesidades básicas? ¿Cómo las satisfacían los Haudenosaunee y los Lenape?**  
**¿Cuáles son las diferencias y las semejanzas?**

Piensa en todo lo que hemos estudiado en esta unidad. Usa tus notas y los carteles alrededor del salón para llenar la tabla con la información más importante. **Puedes usar el idioma que sea más cómodo para ti: español, inglés o una mezcla de los dos.**

	Las Diferencias <b>Yo</b>	Las Semejanzas	Las Diferencias <b>Los Haudenosaunee y Lenape</b>
<b>La comida</b>			
<b>El hogar</b>			
<b>La ropa</b>			

## Item 16. Comparing a Basic Need Worksheet

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Palabras sofisticadas para mostrar DIFERENCIAS		
mientras que aunque por el contrario opuestamente	en cambio de manera opuesta para contrastar	por un lado por otro lado al contrario sin embargo
Palabras sofisticadas para mostrar SEMEJANZAS		
igualmente	del mismo modo	al igual que similarmente

### Instrucciones:

Usa el *Organizador Gráfico* que llenaste ayer para **completar el párrafo**. Compara cómo los Haudenosaunee y los Lenape satisfacían la necesidad básica de \_\_\_\_\_ y como tú la satisfaces.

No te olvides de usar algunas de las **palabras sofisticadas para comparar**.

Hay varias diferencias y semejanzas en como yo satisfasgo mis necesidades básicas de \_\_\_\_\_ y cómo los Lenape y los Haudenosaunee la satisfacían. Por ejemplo, yo \_\_\_\_\_  
\_\_\_\_\_. Al contrario, ellos \_\_\_\_\_  
\_\_\_\_\_



**Item 17. Contrastive Analysis Sort: Comparative Phrases**

Cut out the following cards:

por un lado	as well as	por el contrario	al contrario	in the same way
while	igualmente	on the contrary	mientras que	yet
sin embargo	nonetheless	de manera opuesta	however	en cambio
in comparison	del mismo modo	on the other hand	para contrastar	unlike
similarmente	in contrast	opuestamente	although	aunque
likewise	al igual que	similarly	por otro lado	

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

*Let's analyze our languages! - ¡Vamos a analizar nuestros  
idiomas!*

**Directions:** **FIRST** work with your partner to **sort the cards** into **4 categories** (groups).

Then answer the following questions.

**1.** What would be a **good title** for each category?

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**2.** Which English phrase is **very similar** to a Spanish phrase?

\_\_\_\_\_ and \_\_\_\_\_

These two phrases are used to **compare** **contrast** (CIRCLE ONE)

**3.** What is something that's **very different** between an English phrase and a Spanish phrase?

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**4.** What else do you notice?

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What do you notice about  
compare and contrast words  
in English and Spanish?

Our Noticings:

- Similarly and **similarmente** are cognates.
- We use the word while in both languages (**mientras**).
- On the other hand and **por otro lado** mean the same thing but use different words.  

- We do not say ~~en la otra mano~~ (on the other hand).
- We say on the contrary but not ~~en el contrario~~  
(**por el contrario**).

## Comparative Phrases    Frases comparativas

### Differences

On the other hand,  
On the contrary,

In contrast,

, while

(after a similarity) However,  
(after a similarity) Nonetheless,

Unlike ... ,

Although [similarity], [difference].

### Similarities

Likewise,  
Similarly,  
In the same way,  
In comparison,

### Diferencias

En cambio,  
Al contrario,  
Por el contrario,  
De manera opuesta,  
Para contrastar,  
Opuestamente,

, mientras que

Por un lado, .... Por otro lado,

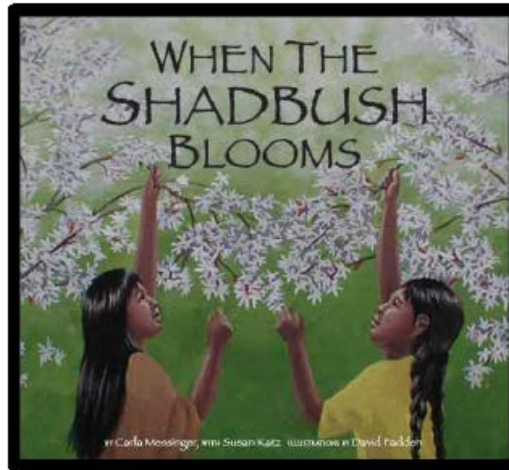
(después de una semejanza) Sin embargo,  
(después de una semejanza) Aún así,

Aunque [semejanza], [diferencia].

### Semejanzas

Igualmente,  
Similarmente,  
Del mismo modo,  
Al igual que.....,

**Item 20. Sample Pages from When the Shadbrush Blooms  
by Carla Messinger with Susan Katz**



(cover)



(inside)





<p>The Differences <i>The Traditional Lenape</i></p>	<p>The Similarities</p>	<p>The Differences <i>The Lenape Today</i></p>

**Item 21. Shadbush Blooms Paragraph Worksheet**

*Compare & Contrast*

Take notes as I read When the Shadbush Blooms by Carla Messinger and Susan Katz.

**How did the Lenape traditionally get their food?**

**How do they get their food today?**

**What are the differences and the similarities?**

Now use your notes to write a paragraph.

Be sure to use words from the box below to help you compare and contrast.

Words to Contrast			
on the other hand,	however	unlike	although
on the contrary,		in contrast,	while
		nonetheless	
Words to Compare			
Likewise,	Similarly,	in the same way	like
	also	as well as	

There are several similarities and differences between how the Lenape  
traditionally met their need for \_\_\_\_\_ and the way they meet  
that need today. For example, the traditional Lenape \_\_\_\_\_

\_\_\_\_\_. **On the other hand**, the contemporary

Lenape \_\_\_\_\_

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## CHECKLIST

### MIRRORING LIFESTYLES

**Make sure both sides of your project meet these requirements:**

<b>The Lenape and/or Haudenosaunee</b>	<b>Me and My Family</b>
<p>This side....</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Shows at least one way <u>they</u> met the need for <b>FOOD</b></li><li><input type="checkbox"/> Shows at least one way <u>they</u> met the need for <b>SHELTER</b></li><li><input type="checkbox"/> Shows at least one way <u>they</u> met the need for <b>CLOTHING</b></li><li><input type="checkbox"/> Includes <u>at least five natural resources</u> available in the eastern woodlands</li><li><input type="checkbox"/> The image will help me teach others about how Native Americans lived in the eastern woodlands</li></ul>	<p>This side....</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Shows at least one way that <u>you</u> meet the need for <b>FOOD</b></li><li><input type="checkbox"/> Shows at least one way that <u>you</u> meet the need for <b>SHELTER</b></li><li><input type="checkbox"/> Shows at least one way that <u>you</u> meet the need for <b>CLOTHING</b></li><li><input type="checkbox"/> Includes a sophisticated compare and contrast phrase</li></ul>

### Item 23. Sample Student Essay

#### SAMPLE STUDENT ESSAY

KEY: comparative phrase	paast imperfect verb	other transition phrase
translanguaging	language variety	

Los Lenape y los Haudenosaunee son grupos nativos americanos de los Estados Unidos. Ellos vivían en los bosques del noreste, donde hoy está Nueva York. Eso quiere decir que tenían muchos de los mismos recursos naturales que tenemos aquí hoy día. **Aunque** yo también vivo en Nueva York, hay muchas diferencias y semejanzas en como yo satisfago mis necesidades básicas de tener comida, ropa, y un hogar. **Como verán**, los Lenape y los Haudenosaunee no tenían la tecnología de hoy y dependían mucho en los recursos naturales de Nueva York.

Algo que tengo en común con los nativos americanos es que yo como muchas de las comidas que ellos **comían**. **Por ejemplo**, yo **también** como maíz, sopa de maíz, frijoles, pan de maíz, y calabaza. **Adicionalmente**, ellos **molían** el maíz para preparar muchos platos. **Del mismo modo**, mi mamá muele el maíz para preparar tamales. **Sin embargo**, hay muchas diferencias entre nuestras maneras de comer. **Primero que todo**, los nativos **cosechaban** el maíz, el frijol, y la calabaza. **Por el contrario**, yo compro estas comidas en el mercado de los agricultores (**farmer's market**). **Además**, mi manera de preparar la comida es muy diferente a la de ellos. **Por un lado**, ellos usaban fuego para cocinar. **En cambio**, mi familia prepara la comida en la estufa, en el microondas, o en el horno. **Finalmente**, ellos **cazaban** animales como el venado, el conejo, el castor, y el mapache. **De manera opuesta**, yo solo como carne de res y pollo y las compro en la carnicería o en **Whole Foods**. **Como pueden ver**, existen diferencias y semejanzas en cuanto a mi alimentación y la alimentación de los Lenape y los Haudenosaunee.

Los hogares de los Lenape y los Haudenosaunee **eran** poco semejantes a mi vivienda. **Al igual que** yo, los Lenape y los Haudenosaunee **vivían** en hogares cálidos y protegidos del frío. **Igualmente**, ellos **usaban** canastas y alfombrillas como yo. **Pero a diferencia de** mí, ellos **usaban** la corteza de abedul y la hoja del maíz para construir sus canastas y alfombrillas. **De manera opuesta**, yo compro esas cosas en tiendas, y son hechas de plástico y algodón. **Adicionalmente**, ellos **usaban** la corteza de abedul para construir sus casas comunales (**Longhouse**) y sus **wigwams**. **Al contrario**, yo vivo en un edificio que está hecho de ladrillos. **Además**, ellos **dependían** de la luz solar y del fuego para alumbrar y calentar sus hogares. **Opuestamente**, yo caliento mi casa con un **estín** y tengo electricidad para alumbrar

todo. **Para añadir**, yo compro **quiltos** de algodón, **mientras que** ellos **usaban** el pelaje de conejos y de castores para hacer sus cobijas. **Evidentemente**, sus viviendas eran bien diferentes a la mía.

**También** hay varias diferencias y similitudes entre la ropa mía y la ropa que **usaban** los Lenape y los Haudenosaunee. **Por ejemplo**, ellos **usaban** gorros, abrigos, botas, y mocasines **igual que yo**. **Para contrastar**, ellos **cazaban** animales para hacer la ropa, **mientras que** yo compro mi ropa en las tiendas de niños. **De hecho**, ellos **usaban** el pelaje del conejo y la piel del venado para hacer abrigos, gorros, y mocasines. ¡Hasta **usaban** la hoja del maíz para hacer mocasines! **Adicionalmente**, los Lenape y los Haudenosaunee **usaban** los tendones del venado para coser. **Al contrario**, todas las agujas, joyas, y herramientas en mi casa son hechas de metal, y nosotros usamos hilo de algodón para coser.

**Aunque** yo tengo varias cosas en común con la comida, el hogar, y la ropa de los Lenape y los Haudenosaunee, sus maneras de satisfacer estas necesidades básicas eran muy diferentes a las mías. Como ven, ellos **dependían** solamente de los recursos naturales. **Al contrario**, yo dependo más de la tecnología moderna. Ya que sabes cómo **vivían** los Lenape y los Haudenosaunee en el pasado, ¿qué tienes tú en común con ellos?