


Instructional Moments as Bridges for Cross-Language Connections

FIRST LANGUAGE AS A SUPPORT: WHAT IS THE PRACTICE?	WHEN THERE IS A BILINGUAL TEACHER IN THE CLASSROOM: <i>USE THE FIRST LANGUAGE INTENTIONALLY AND CONSISTENTLY</i>	WHEN BOTH TEACHERS ARE MONOLINGUAL ... <i>MAKE EFFORTS TO LEARN KEY WORDS IN THE FIRST LANGUAGE AND RECRUIT OTHERS WHO WILL PARTNER WITH YOU TO CREATE OPPORTUNITIES FOR DLLS TO PRACTICE THEIR FIRST LANGUAGE*</i>
RESPONDING TO CHILDREN		
<p>1. <i>Acknowledge code switching and accept all forms of child communication.</i></p>	<ul style="list-style-type: none"> • Extend and expand child’s language using rich vocabulary in either language. • Avoid mixing languages in your own speech in order to always be a good language model. • Take dictation on children’s work or drawings in their first language. 	<ul style="list-style-type: none"> • Get on the child’s level, and show that you want to understand what the child has to say; • Make an effort to repeat what the child has said in the first language; • Accept all attempts to communicate; • Ask child for clarification of message, and extend and expand in English. • Record children when they speak in their first language and ask families to help you understand what they are saying.
PLANNING INSTRUCTION and TEACHING THROUGHOUT THE DAY		
<p>2. <i>Plan and provide opportunities for children to use their first language to access background knowledge and make connections with their lives and experiences.</i></p>	<ul style="list-style-type: none"> • Plan and present lessons in English and in first language; • Plan opportunities for children to use and experience their first language at school; • Plan to include rhymes, greetings, songs, letters, and numbers in children’s first language in your daily routines. 	<ul style="list-style-type: none"> • Plan opportunities for children to use and experience their first language at school. • Plan to include rhymes, greetings, songs, and letters and numbers in children’s first languages in your daily routines. • Learn words, greetings, and songs in first languages from colleagues, parents, online. • Use tools such as google translate to play word out loud in order to learn the pronunciation. • Plan to recruit parents, extended family members, community representatives, students, bilingual floaters to help you extend DLLs’ opportunities to hear, speak, read, sing, and practice their first language.

<p>3. Plan how and when you will use first language to support learning. Some concrete suggestions include:</p> <ul style="list-style-type: none"> • To introduce a new concept • To reinforce a learned concept • To encourage discussion and comprehension • To check for understanding 	<ul style="list-style-type: none"> • Introduce and reinforce concepts in first language, then in English • Encourage discussion in first language and in English. • Ask children questions to check for understanding in both languages. • Model rich language in both languages; • Use first language to talk about the features of English, to increase children’s awareness of language, e.g., “la Mese mm en inglés” 	<ul style="list-style-type: none"> • Look up words for concepts you are teaching in the children’s first language or ask parents to tell you what they are. • Work with parents so that they can build concept knowledge on various topics in the first language before children are exposed to them in English.
<p>4. Make consistent connections between the first language and English throughout the day</p> 	<ul style="list-style-type: none"> • Explicitly bridge between knowledge in first language and English. • Model rich language in both languages • Engage in extended conversations that include complex vocabulary and advanced concepts in the first language. • Point out similarities between words in English and in first language as you explain new vocabulary, read a book, or talk with children; e.g., “Do you know what a market is? It sounds like <i>mercado</i>, right?”, or “we say <i>calm</i> in English, you say <i>calmado</i> in Spanish”, to make DLLs more aware of linkages across languages. • Use cognates (words that have the same common root across languages, e.g., telephone and <i>teléfono</i> in Spanish) to make consistent connections between the first language and English • Develop cognate charts and reference them as they relate to curriculum and other activities; be sure to also include visual image along with the words. 	<ul style="list-style-type: none"> • Point out similarities between words in English and in first language as you explain new vocabulary, read a book, or talk with children; e.g., “Do you know what a market is? It sounds like <i>mercado</i>, right?”, or “we say <i>calm</i> in English, you say <i>calmado</i> in Spanish”, to make DLLs more aware of linkages across languages. • Use cognates (words that have the same common root across languages, e.g., telephone and <i>teléfono</i> in Spanish) to make consistent connections between the first language and English • Develop cognate charts and reference them as they relate to curriculum and other activities; be sure to also include visual image along with the words. (show examples). • Set aside time and space for adults who speak the children’s home language to interact with children in your classroom.

<p>5. Use first language supports extensively during storybook reading</p>	<ul style="list-style-type: none"> • Introduce target vocabulary in the child's first language and in English before reading the book; • Read the book first in the first language (small group), and on a different day, read it in English; • Summarize or provide key phrases of the storybook in first language before reading in English • Allow children to discuss and re-tell story in the first language, then support their retelling in English with props or other supports. 	<ul style="list-style-type: none"> • Recruit parents, extended family members, community representatives, students, bilingual floaters, or other staff to read books in first language with DLLs. • Ask families or community members to read the book in the child's first language at home before introducing it in English; • Ask families' collaboration in making books that include children's first languages.
<p>6. Use peers and small groups to give children opportunities to use their first language</p>	<ul style="list-style-type: none"> • Group more proficient bilingual peers with less competent ones to serve as rich language models; • Encourage children to discuss with peers in any language • Support children with visuals and other supports as they express themselves in English with you or their English-speaking peers. 	<ul style="list-style-type: none"> • Always encourage children to use their full language arsenal • Group more proficient bilingual peers with less competent ones to serve as rich language models; • Encourage children to discuss with peers in any language; • Support children with visuals and other supports as they express themselves in English with you or their English-speaking peers.

**In addition, use other forms of support, e.g., visuals, pictures, real-world objects, physical gestures, and signals linked to content vocabulary to convey the meaning of words and concepts.*