

Carrera-Carrillo: Step 4. Teaching Through Best Practice, pages 35-48

Journal Entry

- I can never just assume learning will happen, I need to learn to make it happen
- In dual language immersion programs, teacher collaboration is essential.

Morning Instruction K-1st

- Greeting – Routines and procedures
- Journal Writing – Posted prompt or choose their own topic
- Journal Writing – at beginning, teacher models journal
- Journal Writing – personal journals
- The Writing Process – 4 recursive steps of the writing process
- Whole-Group Instruction – daily news; shared reading lesson; modeled writing
- Small-Group Instruction – homogeneous groups; guided reading; folders to send home
- Thematic Lesson and Wrap-up – integrated lessons

Afternoon Instruction K-1st

- L2 with another teacher
- Silent sustained reading for 15 minutes
- Reading aloud [teacher]
- Shared writing
- Guided reading; center activities; integrated thematic instruction and wrap up

Second Grade

- Cooperative learning structures

Morning Instruction 3rd, 4th and 5th grades

- One bilingual teacher all day
- Teacher alternates languages between morning and afternoon
- Teacher directed, student directed instruction

Dialogue Journals

- Written to an audience who reads and replies to the entries
- Connection with a student from a small town in Mexico

Reading Workshop

- Develop literacy; whole group mini lesson; student reads independently;

Process-Based Centers

- 6 to 7 weekly centers set up by teacher to be completed by the end of the week

Cultural Enrichment

- Students voice and examine their own thinking
- 4th grade cultural enrichment lesson on economics

Afternoon Instruction 3rd, 4th and 5th grades

- Read aloud for 20 minutes then teacher directed whole-group
- Math, Science, Social Studies
- Writing workshop

Instructional Strategies for Language Acquisition

- Use strategies that support language acquisition
- Build background knowledge
- Use gestures and body movement
- Learn through concrete experiences rather than abstract oral descriptions
- Teachers adjust their rate and complexity of speech to accommodate the needs of the second language learners
- Academic vocabulary is isolated and explicitly taught
- Dual language immersion students take an active role in their learning
- 3 natural stages: comprehension; early speech, and speech emergence

Summary

- Language acquisition strategies are in constant use