



# PSJA DUAL LANGUAGE UPDATE TRAINING

Dual Language Training Institute  
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# LESSON CYCLE

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# DLTI LIVE BINDER

DLTI

LiveBinder: [https://www.livebinders.com/play/play\\_shared\\_binder/2665646?play\\_view=play](https://www.livebinders.com/play/play_shared_binder/2665646?play_view=play)

LiveBinder Access Code: DLTl 2020.

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Examples of Digital Online Resources and Tools available on the DLTl LiveBinder

## CIA Lesson Cycle 7 steps (PK-5)

FlipGrid - CIA Lesson Cycle

Nearpod

Penzu

Prezi

SeeSaw

Symbaloo

Google Classroom

Class Dojo

Pear Deck for Google

Jamboard

ScreenCastify

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**Gómez & Gómez Dual Language Enrichment Model: Recommended Lesson Plan Cycle**

<p><b>PLANNING LESSON</b> -Teacher states objective/topic to be learned (use two action verbs).</p> <p>- Teacher plans lesson (when planning, consider the six elements).</p>
<p><b>DEVELOPING LESSON</b> - Teacher determines materials, time, etc. and develops for lesson implementation.</p>
<p><b>DELIVERING LESSON</b></p> <p>1. Teacher explains <b>rationale</b> (purpose) to students for learning the lesson objective (activate prior knowledge).</p>
<p>2. Teacher explains, models and/or demonstrates lesson objective (direct teach).</p>
<p>3. <b>Bilingual Pair/Group Activity #1</b>: Teacher places students into bilingual pairs or bilingual groups for <b>practice</b> group activity; monitors and guides students' learning.</p>
<p>4. <b>Bilingual Pair/Group Activity #2</b>: Teacher conducts activity that is <b>more challenging</b> and applies concepts being learned (higher order thinking).</p>
<p>5. Teacher summarizes objective; groups of students' summarize objective; and/or students share their completed activity/project for lesson closure. Students reflect on lesson objective learned (closure).</p>
<p>6. <b>Conceptual Refinement</b> (PK – 5<sup>th</sup>) after each math, science &amp; SS lesson, <b>and/or</b> identify "key" vocabulary for Specialized Vocabulary Enrichment Activities (3<sup>rd</sup> – 5<sup>th</sup>) to conduct the following week:</p> <p>Independent Practice:</p>
<p>7. <b>Journal Writing</b>:</p>

# Lesson Plan Cycle

## Objective

TLW...

## Grade level & materials

**1. Purpose**  
Connect to Prior Knowledge/Experience

**2. Direct teach**  
Model and demo  
(Whole Grp using BP)

## 3. Group Activity #1

Practice  
(Bil grp or BP)

## 4. Group Activity #2

Rigor/HOTS (Bil grp or BP)

## 5. Closure

Seal the learning  
(BP → Whole grp or vice versa)

## 6. Conceptual Refinement

Reteach (Regroup BP)

**7. Journal Writing** (BP to Individual)

Day 1	Day 2	Day 3	Day 4	Day 5
Objective:	Objective:	Objective:	Objective:	Objective:
Purpose:	Purpose:	Purpose:	Purpose:	Purpose:
DT:	DT:	DT:	DT:	DT:
Act1:	Act1:	Act1:	Act1:	Act1:
Act2:	Act2:	Act2:	Act2:	Act2:
Closure:	Closure:	Closure:	Closure:	Closure:
CR:	CR:	CR:	CR:	CR:
Journal:	Journal:	Journal:	Journal:	Journal:
				<b>OR</b>
				<b>Assessment</b>

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## 2-Day Lesson Cycle

Day 1	Day 2	Day 3	Day 4	Day 5
Objective1:	Objective & Purpose Review	Objective:	Objective & Purpose Review	Objective:
Purpose:		Purpose:		Purpose:
DT:	Act2:	DT:	Act2:	DT:
Act1:	Closure:	Act1:	Closure:	Act1:
	CR:		CR:	<b>OR</b>
	Journal:		Journal:	<b>Assessment</b>

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# Objective Writing

- Two verbs (Comprehension level and HOTS level)
- Content/skill
- Condition (material, support)

The learner will describe and classify the various types of habitats found in their local community in a pamphlet.

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# DLE Lesson Design

- Activity #2: Pairs apply the new concept/skill at the application and/or above level; teacher monitors and informally assesses student progress  
(15 minutes) (Pairs/groups)
- \*Teacher does not answer questions during pair/group work\*
- Closure: Students summarize/reflect on the objective learned  
(3-5 minutes) (pairs/groups/whole group)
- Conceptual Refinement: teachers works with small group; students work on independent practice progress (15 minutes) (regroup pairs)
- Journal Writing: Students reflect on their learning in the journal (5-10 minutes)(Write-pair-share or pair-write-share)

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# DLE Lesson Design

- Purpose: Connect to prior knowledge/experiences; focus on the new content **(3 minutes)** **(Whole group with Pairs)**
- Direct Teach: Model and demonstrate key concepts, clarify vocabulary **(15-20 minutes)** **(Whole group with Pairs)**
- Activity #1: Pairs practice new concept/skill at the comprehension level; teacher monitors and redirects **(15 minutes)** **(Pairs/groups)**

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# BILINGUAL PAIRS

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Examples of Digital Online Resources and Tools available on the DLTI LiveBinder

### Bilingual Pairs or Groups (PK-5)

FlipGrid Bilingual Pairs

ClassDojo

Notability

Zoom

Epic Reading

SeeSaw

Raz-Kids

classtools.net

Pic Collage

Quizlet

Voice Thread

Symbaloo

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## Use Bilingual Pairs All Day - Every Day!

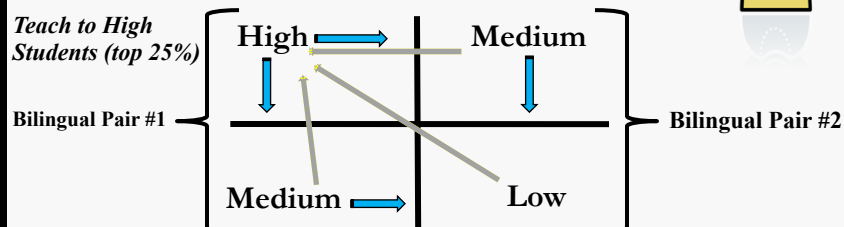
- Pairs primarily based on mixed Content-Area Ability (H-M/M-L) and language ability among the entire group
- Have Pairs work together (H-M) & (M-L) AND as a group of 4 (H-M/M-L)
- Gradual Release (scaffolding):
  - 1. M-T: -> One paper for pair (*paired work-guided practice with both names on paper...one assignment*)
  - 2. W-Th: -> Each student with own paper working in pairs (*guided practice*)
  - 3. Fri: -> Each student works independently (*independent practice*)

*Bilingual Pairs support each others' content and language learning at a high level!*

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## Bilingual Pairs in Core Instruction



**[ Pair #1 is Paired Up with Pair #2 ]**

Activity in Pairs for 8-10 minutes and Group for 8-10 minutes

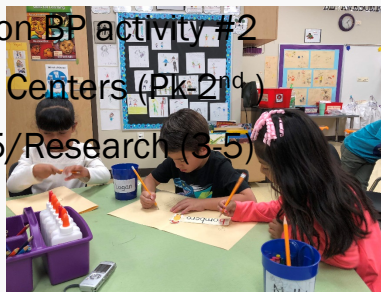
***No More Worksheets!***

***Teacher Does Not Answer Questions During Bilingual Pairs Learning***

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## When do I use partners/groups?

1. Whole group
2. Practice BP activity #1
3. Application BP activity #2
4. Learning Centers (Pk-2<sup>nd</sup>)
5. PBL PK-5/Research (3-5)
6. L.O.D.
7. S.V.E.
8. All the Time!



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## Bilingual Pairs: Practice skills

Once a lesson demonstration is complete

Ask children to learn with partner

They practice the new skill or concept



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## Management

- Monitor how the partners are working together to see if they have been partnered appropriately.
- Ask yourself,
  - *Have I partnered children heterogeneously based on language and cognitive ability?*
  - *Are the two personalities working well together?*
  - *Do I need to make an adjustment?*
- If needed, make adjustments for next time.

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## Learning through Bilingual Pairing

- provides opportunities for
  1. *sharing ideas*
  2. *learning how others think and react to problems*
  3. *practicing oral language skills in nonthreatening environments*
  4. *development of academic vocabulary in L1 and L2*

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## SPECIALIZED VOCABULARY ENRICHMENT (SVE) ACTIVITIES

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Examples of Digital Online Resources and Tools available on the DLTI LiveBinder

**Specialized Vocabulary Enrichment (SVE) Bridging Activities (PK-5)**

- FlipGrid - SVE
- Padlet
- Chatterpix
- Flocabulary
- Mundo Primaria
- Juegos de Vocabulario
- Visuwords
- ClassKick
- Plickers
- Nearpod
- Book Widgets
- Little Sponges

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*Specialized Content Area Vocabulary Enrichment Activities (3<sup>rd</sup>-5<sup>th</sup>)*

**Purpose**

- To develop *content biliteracy* by exposing learners to previously learned (previous week) specialized content area vocabulary in the language it was not initially taught
- All learners participate together for a *minimum of 15-20 min WEEKLY.*

**Language of SVE**

- Math in *Spanish*
- Science & Social Studies in *English*

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## *Specialized Content Area Vocabulary Enrichment Activities (3<sup>rd</sup>-5<sup>th</sup>)*

### **Elements of SVE Activities**

- Should be listed in daily classroom schedule
- Activities are literature-based, interactive, fun, not graded
- Sample activities:
  - *reading a story with target vocabulary words*
  - *playing a bingo game in groups or as a whole class*
  - *creating and/or playing a matching game*
  - *creating a vocabulary chain (links) based on story*

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## Gómez & Gómez Dual Language Enrichment Model Specialized Vocabulary Enrichment (SVE) Activities (3<sup>rd</sup>-5<sup>th</sup>)

- **Target Vocabulary Priority:**
  1. Non-Cognates
  2. False Cognates
  3. Cognates
- Should be listed in daily classroom schedule
- Activities are literature-based, interactive, fun, not graded
- SVE activities focus on word, definition and picture
- Must be listed in daily classroom schedule

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## Sample SVE Activities (PK-5)

- *reading a story with target vocabulary words*
- *playing a bingo game in groups or as a whole class*
- *creating and/or playing a matching game*
- *creating a vocabulary chain (links) based on story*

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## How are SV Words Taught?

- **Using Context**  
Guess the Meaning, Super Word Web, 4 Part Foldables, Predictable/Probable Passages, Word Detectives
- **Using Structure**  
Flipbooks, Making Words Activities, Making Big Words, Word Sorts, Prefix/Suffix boxes
- **Using Games**  
Pictionary, Scrabble, Boggle, Hangman, Taboo

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*Gómez & Gómez Dual Language Enrichment Model*  
**Vocabulary Enrichment Activities**

1. **Board of Fortune:** groups identify words from clues, definitions
2. **Crazy Story:** teams make up story with word using sentence strips
3. **Chain Link:** teams define words, create chain...longest chain wins
4. **Vocabulary Bingo:** groups of four play bingo using voc. words
5. **Tic-Tac-Toe:** groups of four play tic-tac-toe using voc. words
6. **Back-to-Back:** pair sit back-to-back & guess each other's words & definitions
7. **Inside-Outside Circle:** students review voc. words from index cards
8. **Vocabulary Twister:** teams play twister using voc. Words
9. **Mystery Word:** student has voc. word on head & other students definition on back & must find each other
10. **Vocabulary Catch:** teams throw ball to teams & must define voc. words

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