

## Lesson Plan: Bilingual Classrooms

This set of activities is designed for teacher educators to use to introduce teachers to the work of supporting children in **bilingual classrooms**. It could be integrated into courses on elementary or early literacy methods or teaching dual-language or Multilingual Learners (MLs), or used for professional development.

In this 2.5-hour sequence of activities, teachers:

- Consider how cognates and other language transfer strategies support bilingualism.
  - Think about what bilingualism means for student identity and home life.
- Evaluate strategies that they want to use to support Dual Language Learners (DLLs).

<p><b>Learning Goals</b></p>	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss examples of how teachers use both languages intentionally to bridge understanding and learn in two languages of instruction.</li> <li>• Explain examples of strategies that support bilingualism gathered from resources from the Multilingual Learning Toolkit.</li> <li>• Identify strategies that teachers implement so they can be used and tried out in one's own practice.</li> </ul>
<p><b>Pre-Work</b></p>	<p>Before the session, teachers should review <a href="#">Strategy Overview: Supporting Bilingualism</a> from SEAL.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Copies of <a href="#">Note Catcher</a></li> <li>• Copies of <a href="#">Concept Puzzles: Cognates</a> (cut up and placed into bags or envelopes)</li> <li>• Access to the <a href="#">Bilingual Classrooms</a> section on the Multilingual Learning Toolkit</li> </ul>

## Suggested Activities

Time & Activity	Notes
<p><b>Introduction to Supporting Bilingualism</b></p> <p><b>(10 mins)</b></p>	<p>Tell teachers: Today's session will focus on supporting children in bilingual classrooms.</p> <p>Remind teachers that they have been introduced to engaging with families via the <a href="#">Strategy Overview: Supporting Bilingualism</a>. They read tips on how teachers, schools, and parents can collaborate to promote bilingualism. To further activate teachers' prior knowledge about the topic, distribute the attached <a href="#">Note Catcher</a>, and invite teachers to work in pairs to generate responses to the prompts. Let teachers know that they'll be using the Note Catcher to capture learnings throughout today's session (so they should leave room for notes).</p> <p>Then, give teachers a brief introduction to considerations for supporting bilingualism, highlighting key points from the <a href="#">Starter Guide</a> and inviting teachers to add to their Note Catcher as they go. (If helpful, teachers can follow along the paragraph following "How can I support bilingualism in the context of a dual language or bilingual classroom?" on the <a href="#">Multilingual Learning Toolkit</a>.)</p> <p>Suggested points to highlight:</p> <ul style="list-style-type: none"><li>• Teachers in bilingual classrooms must be strategic in their use of both languages. They must work intentionally to promote children's home languages and ensure English language development.</li><li>• There are many cognitive, social-emotional, and linguistic advantages to bilingualism. Research also shows that fostering home language actually supports the development of English. This is cross-language transfer.</li><li>• In a bilingual classroom, the teacher does not merely teach twice in two languages. There are strategic ways to coordinate and align instruction so that both languages are used across the scope and sequence of learning.</li><li>• Other strategies that support bilingualism include affirming work that students do in languages other than English, using choice time to let students determine language preferences for certain parts of their learning, and taking time to celebrate and promote the effort in becoming bilingual.</li><li>• (Many additional components of supporting bilingualism are also found in sections 4 and 5 of the <a href="#">Multilingual Learning Toolkit</a>.)</li></ul>

<p><b>Warm-up Activity: Concept Puzzle: Cognates</b></p> <p><b>(10 mins)</b></p>	<p>Tell teachers: One feature of languages that bilingual learners are familiar with is cognates. Cognates play a special role in supporting bilingualism and promoting connections between two or more languages.</p> <p>Prompt the group to discuss:</p> <ul style="list-style-type: none"> <li>• How do you explain cognates to Dual Language Learners (DLLs)?</li> <li>• How do you use cognates to support instruction with DLLs?</li> <li>• What are the benefits of making cognates visible to DLLs? What other cross-language learning strategies do you teach?</li> <li>• How do teachers support DLLs to use cognates as a language learning strategy, even when they do not speak their home language(s)?</li> </ul> <p>(See the resource <a href="#">Blog: How Can Cognates ‘Beneficiar’ English Language Learners</a> if you want more information on cognates and possible responses to the questions above.)</p> <p>Pass out <a href="#">Concept Puzzles: Cognates</a></p> <p>Say: You may be more familiar with cognates between English and Spanish, but they exist in many languages. (Determine if you will use Option 1 or Option 2 and pass out Concept Puzzles to each table group.)</p> <p>Let’s develop our knowledge of cognates and have a little fun. Working with a small group, see if you can (Option 1) match the cognate pairs or (Option 2) guess possible cognates in English when given a word in a different language. You will have 5 minutes. When you are done, think about the words in other languages which you speak. Do these words have even more than one cognate?</p> <p>Debrief using any of the following prompts:</p> <ul style="list-style-type: none"> <li>• What cognates did you learn?</li> <li>• Many cognates are “borrowed words” from one language to another. Others share a language history. What messages do children receive when teachers discuss word etymology and the concept of cognates?</li> <li>• What other ways can teachers encourage cross-language connections and support bilingualism?</li> </ul>
<p><b>Video: Bilingualism through the Eyes of Parents and Students</b></p> <p><b>(20 mins)</b></p>	<p>Transition: Now we have the opportunity to hear directly from students and families about why bilingualism is so critical to identity and home life.</p> <p>Tell teachers: You can encourage and support students to use all of their linguistic resources at school and celebrate multilingualism. We will watch two short videos and stop along the way to discuss what we observe. (See this <a href="#">Video Guide</a> activity.)</p> <p>After viewing and discussion, encourage teachers to continue to jot ideas down on their <a href="#">Note Catcher</a>.</p>

<p><b>Jigsaw: Analyzing Strategies in Action</b> (30 mins)</p>	<p>Transition: Now we will examine what these strategies look like in action in more classrooms. Break the class into trios and assign each group to read and discuss one of the "<a href="#">Strategies in Action</a>": PreK–TK, K–1, or 2–3 (or choose just the ones that best fit the focus of your session).</p> <p>Within groups, each group should identify a:</p> <ul style="list-style-type: none"> <li>• Reader—to read the strategy out loud to the group</li> <li>• Facilitator—to ask the discussion questions</li> <li>• Recorder/reporter—to share out highlights from the group’s discussion at the end</li> </ul> <p>Give groups about 15 minutes to:</p> <ul style="list-style-type: none"> <li>• Read their assigned text</li> <li>• Have a discussion using the included questions as prompts</li> <li>• Add any new strategies they learned to their <a href="#">Note Catcher</a></li> </ul> <p>Then, invite groups to share out, charting responses on the board. Suggested prompt for share out:</p> <ul style="list-style-type: none"> <li>• What strategies did the teacher you read about use to intentionally support bilingualism?</li> </ul>
<p><b>Resource Walk</b> (60 mins)</p>	<p>Tell teachers: Now we will explore some specific instructional strategies for supporting bilingualism in the classroom, through a resource walk (see this <a href="#">Resource Walk</a> activity). Specific resources have been selected that offer concrete examples of what teachers do differently to support bilingual learning and dual language instruction in the classroom.</p>

<p><b>Conclusion</b> <b>(15 mins)</b></p>	<p>Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their <a href="#">Note Catcher</a> as reference:</p> <ul style="list-style-type: none"><li>• Why is it important for me to support bilingualism? What are three strategies I can try out in my classroom this month?</li></ul> <p>Then summarize key learnings about supporting bilingualism and close the session. Key learnings to highlight might include:</p> <ul style="list-style-type: none"><li>• Teachers in bilingual classrooms must be strategic in their use of both languages. They must work intentionally to promote childrens’ home languages and ensure English language development.</li><li>• There are many cognitive, social-emotional, and linguistic advantages to bilingualism. Research also shows that fostering home language actually supports the development of English. This is cross-language transfer.</li><li>• In a bilingual classroom, the teacher does not merely teach twice in two languages. There are strategic ways to coordinate and align instruction so that both languages are used across the scope and sequence of learning.</li><li>• Other strategies that support bilingualism include affirming work that students do in languages other than English, using choice time to let students determine language preferences for certain parts of their learning, and taking time to celebrate and promote the effort in becoming bilingual.</li><li>• (Many additional components of supporting bilingualism are also found in sections 4 and 5 of the <a href="#">Multilingual Learning Toolkit</a>.)</li></ul>
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## Note Catcher

How can teachers promote bilingualism and celebrate and/or affirm the presence of more than one language in the classroom?

What can teachers do to strategically plan for instruction in both languages?

What specific instructional strategies can teachers use to promote bilingualism in the classroom?

## Concept Puzzle: Cognates

**Option 1 (easier):** Copy and cut into individual cards. Mix and place into bags or envelopes. Tell teachers that the English cards are blue/gray, and cognates are in pink/white. They will match as many cognate pairs as possible in the given time.

**Option 2 (harder):** Copy and cut only the non-English white and pink individual cards. Invite teachers to guess the English cognate.

When time is called, distribute or display an uncut version of this page to share correct responses.

radio	라디오 ladio <i>korean</i>	ocean	океан okean <i>ukrainian</i>	elephant	elefan <i>hatian creole</i>
ice cream	아이스크림 aiseukeulim <i>korean</i>	modern	モダン modan <i>japanese</i>	jacket	jakèt <i>hatian creole</i>
bank	بنك benk <i>arabic</i>	gray	グレイ gurei <i>japanese</i>	avocado	auakatl <i>nahuatl</i>
coffee	قهوة qahwa <i>arabic</i>	name	مان nam <i>farsi</i>	star	stōra <i>pashto</i>
guitar	ритара hitara <i>ukrainian</i>	door	رد dar <i>farsi</i>	mouth	मुँह munh <i>hindi</i>