

## Resource Walk: Bilingual Classrooms

This activity is designed to help teachers consider how to support bilingualism in the context of a dual language or bilingual classrooms through a structured exploration of resources on the Multilingual Learning Toolkit.

This activity could be done on its own, or combined with this lesson plan on bilingual classrooms. There are so many resources for bilingual classrooms, that this activity can also be done multiple times, with different resources.

### In this one-hour activity, teachers:

- Learn to navigate the Multilingual Learning Toolkit
- Explore resources related to bilingual classrooms
- Share their learning with colleagues

### Materials needed:

- Copies of the Graphic Organizer
- Access to devices with Internet access for all participants

## Suggested Activity

### (10 min) Introduce the Multilingual Learning Toolkit & Considerations for Supporting Bilingualism

- See Talking Points

### (20 min) Resource Exploration

- Ask teachers to review the following resources on the Bilingual Classrooms page of the Multilingual Learning Toolkit:
  - Strategy Overview: Graphic Organizers (in English) or (in Spanish)
  - Blog: 6 Strategies to Elevate the Status of Bilingualism
  - Strategy Overview: Si Se Puede
  - Strategy Overview: Celebrating Bilingualism—Pathways to Biliteracy

- [Blog: Equity Measures in Dual Language Education—Separation of Language](#)
- [Strategy Overview: Translanguaging](#)
- [Strategy Overview: The Dictado](#)
- [Strategy Overview: Testimonios](#)
- [Blog: How Can Cognates 'Beneficiar' English Language Learners?](#)
- [Blog: A Chat About English/Spanish Pedagogical Connections](#)
- [Slides: Organizing Instruction for Explicit Skill Transference](#)
- [Tip Sheet: How to Use Bilingual Books](#)
- Each teacher should pick one resource they're especially interested in to "give" to a colleague.
- Teachers can use the attached graphic organizer to capture some notes related to the resource that they'd use to help a colleague understand the purpose and use of the resource.

### **(20 min) Resource Sharing: Give One, Get Two**

- Invite each teacher to find a partner who started with a different letter.
- Then, invite pairs to share their "give one" resource with each other, using the "get two" portion of the [Graphic Organizer](#) to take notes on the resource they are receiving.
- Then, switch partners and repeat the activity so that each teacher shares the resource they explored on the site, or the resource "given" to them in the first round.
- By the end, each teacher "gets" two different resources from partners.

### **(10 min) Whole Group Share Out & Closing**

- To close, invite teachers to debrief the activity, using the following prompts:
  - An idea I'm taking away or going to implement from today's activity is...
  - A question or wonder I'm still thinking about is...

## Graphic Organizer: Give One, Get Two

**Give One:** Fill out the top portion of the Graphic Organizer to “give one” resource idea to your colleagues.

### 1. Name of resource:

This resource supports bilingualism because...

Use optional prompts to prepare notes to share information about this resource to a colleague:

*Implementation in the classroom might look like...*

*Key takeaways from this resource are...*

*This resource is important because...*

*An additional question or comment I have is...*

**Get Two:** This space is left blank as a place to take notes when you “get two” ideas from colleagues.

### 2. Name of resource:

### 3. Name of resource:

## Talking Points for Resource Walk: Bilingual Classrooms

### Part 1: Introducing the Multilingual Learning Toolkit

- Today we are going to explore a website called the Multilingual Learning Toolkit: [www.multilinguallearningtoolkit.org](http://www.multilinguallearningtoolkit.org).
- The website is a collection of resources and best practices specifically for educators who support young Multilingual Learners (MLs).
- Some are articles and videos for your learning; others are templates and teaching strategies you can use in the classroom.
- All the resources have been carefully curated by professionals in the field, and you can be confident that everything in the Toolkit is high-quality.
- The site and all of the resources are free and available to all.
- Click “sign in” at the top right, and then click “Please create an account here.”
  - Accounts are free—this will enable you to create a “Favorites Library” on the site and save resources in which you’re interested.
  - [Give teachers time to create an account.] (5 minutes)
- How the site is organized:
  - The different parts of the site are listed at the top.
  - If you click “Starter Guide” you’ll be able to read a description of some foundational principles about teaching MLs.
  - All of the resources are under “[Strategies & Resources](#)”—please click there.
  - Scroll down and you’ll see eleven different instructional topic areas. Today, we’ll focus on [#6 Bilingual Classrooms](#)—please click there.
    - The page has a description of what supporting bilingualism is all about, followed by “Strategies in Action,” which are profiles of different teachers using strategies to support bilingualism.
    - Below that are a series of evidence-based strategies for supporting bilingualism in a dual language or bilingual classroom context.

## Part 2: Introducing Bilingual Classrooms

- 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 (ELD).
- 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.
- 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.
- 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.
- (Many additional components of supporting bilingualism are also found in sections 4 and 5 of the Multilingual Learning Toolkit.)