

A Planned Language Approach

A Planned Language Approach: When will we intentionally use Spanish in Rising Pre-K Program this summer?

Focus Blocks of the Day: Morning Meeting, Storybook Reading, and Centers

Morning Meeting – See GREET ME for details

Purpose:

- Welcome all children in a safe space
- Recognize each child as an individual
- Establish a morning routine
- Set expectations for the day
- Build a sense of community

Activity	Role of English Speaking Teacher	Role of Spanish Speaking Teacher
<ul style="list-style-type: none"> • Greeting song using children’s names in Spanish and English • Songs that reflect the children’s cultural background • Review visual schedule and talk about events of the day in Spanish • Introduce or review any routines of classroom (making a circle, taking turns, lining up, handwashing, touring any parts of the room that might be unfamiliar, arrival routine, dismissal routine, etc.) (In Spanish or in English using supports such as visuals or gestures) 	<ul style="list-style-type: none"> • Be present to build community • Lead greeting song in English • Participate in greeting song in Spanish 	<ul style="list-style-type: none"> • Be present to build community • Lead review of visual schedule in Spanish • Lead greeting song in Spanish • Participate in greeting song in English

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Example Good Morning Song:

*Have children sit in a circle for this greeting song. Invite children to take turns standing/doing movements in center of circle as you sing a greeting to them. If they do not want to participate, sing to them as they stay seated in a circle. Be sure to greet teachers and any visitors.

¡Buenos días, _____!

¿Cómo estás?

¡Buenos días, _____!

¿Cómo estás?

¡Salta, salta _____!

¡Salta, salta _____!

¡Y siéntate!

Good Morning, _____!

How do you do?

Good Morning _____!

How do you do?

Jump, Jump _____! (can change to “dance, dance”)

Jump, Jump _____! (can change to “dance, dance”)

And sit back down!



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Center Time		
Activity	If you are the English-speaking Teacher	If you are the Spanish-speaking Teacher
<ul style="list-style-type: none"> Children have the opportunity to play independently or with peers in a variety of centers Plan for some center activities to connect to the theme/book of the week. For example, when reading <u>What Can You Do with a Paleta?</u> the dramatic play center may be turned into a popsicle/ice cream shop while you may transform dramatic play into a department store when reading <u>Corduroy</u>. You might also add buttons to the math area when you are reading <u>Corduroy</u>. This allows opportunities for meaningful connections to the story and a chance to model focus vocabulary and encourage children to try out this new vocabulary. 	<p>Use English to have meaningful conversations with children:</p> <ul style="list-style-type: none"> ✓ Tune in to children ✓ Be a good language model ✓ Strive for back and forth conversations ✓ Narrate what you do and what you see children doing ✓ Stretch child's responses ✓ Focus on using Tier 1 words but you can also use tier 2 words with child friendly definitions and appropriate supports (visuals, gestures) ✓ Ask more closed questions and support children to respond by offering choices or modeling a response ✓ Accept children's responses in their home language or when they engage in code-switching 	<p>Use Spanish to have meaningful conversations with children:</p> <ul style="list-style-type: none"> ✓ Tune in to children ✓ Be a good language model ✓ Strive for back and forth conversations ✓ Narrate what you do and what you see children doing ✓ Stretch child responses ✓ Introduce Tier 2 words with child-friendly definitions ✓ Ask open-ended questions in Spanish and support children in their responses ✓ Accept code switching and respond in Spanish or English

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Book Sharing/Read Aloud/Story Time – See START VIP poster for more detail (*Use PAT strategy as you read (P=point, A=act, T=tell))					
	Monday	Tuesday	Wednesday	Thursday	Friday
Language of Instruction	Spanish	English	English	Spanish English	Spanish English
Whole Group or Half Group?	Whole Group	Whole Group	Whole Group	Half Group (Class split into two groups of 7)*	Half Group (Class split into two groups of 7)*
Before Reading	Sing a song/finger play to gain attention. Introduce picture cards of focus words before reading in Spanish (Use Amazing Cards if reading book from OWL).	Sing a song/finger play to gain attention. Introduce picture cards of focus words before reading in English and say word in Spanish, too. (Use Amazing Cards if reading book from OWL)	Sing a song/finger play to gain attention. Introduce picture cards of focus words before reading in English and say word in Spanish, too. (Use Amazing Cards if reading book from OWL).	Sing a song/finger play to gain attention. Introduce picture cards of focus words before starting	Sing a song/finger play to gain attention. Introduce picture cards of focus words before starting
Reading Focus	Events: What's happening? *Use think alouds	Events: What's happening? *Use think alouds	Emotions: What might characters be thinking? How are they feeling? *Use think alouds	Children as storytellers (Support children to retell story using focus vocabulary)	Children as storytellers (Support children to retell story using focus vocabulary)
During the Rad Additional Supports	Use props PAT	Use props PAT	Use props PAT	Allow children to use props to retell	Allow children to use props to retell
Questions	Ask open ended question about events in Spanish at the end	Ask open ended questions about events at end in English, with appropriate scaffolds	Ask open ended questions about thoughts/ feelings at end , with appropriate scaffolds	Ask questions throughout on key pages to help children retell story.	Ask questions throughout on key pages to help children retell the story.

* switch groups on Thu and Fri so all children experience a story re-telling in English and Spanish