



# Apoyando el bilingüismo en Preescolar y Kindergarten Transicional

## Supporting Bilingualism in Preschool & Transitional Kindergarten



# Presenters



Ana Marisol Sánchez  
Program Manager



Patricia Montes Pate  
Program Manager



# SEAL Mission

To prepare all English Language and Dual Language Learners in California to **learn, thrive and lead.**

# Who is in the room?



Raise your hand  
as your role in  
early education  
is called out

Preschool Teacher  
TK Teacher  
Support Personnel  
Administrator  
Parent/ Family Member  
Other

# What LOTEs are part of your programs?

# Purposes

For both language other than English(LOTE)/home language & English:

**Highlight** the foundational importance of oral language for all children, especially Dual Language Learners

**Understand** what is meant by “rich, complex, precise language” and the various roles adults play in developing young children’s oral language

**Elevate** the use of thematic instruction to support children’s content knowledge & language development

**Introduce** a set of key instructional practices & strategies that promote oral language and get children talking!

# Resource Page



## Sobrato Early Academic Language Model

Resource Page for CABE Presentation, 2023

*Supporting Bilingualism in Preschool & Transitional Kindergarten*

Presented by: Ana Marisol Sanchez & Patricia Montes Pate

### PowerPoint & Other Resources

1. [Handout of PPT](#)
2. [El mapa para los estudiantes de inglés en California](#)
3. [English Learner Roadmap](#)
4. [Self-Reflection Tool - My Role in Supporting Children's Oral Language Development](#)

### Strategy Write-Ups

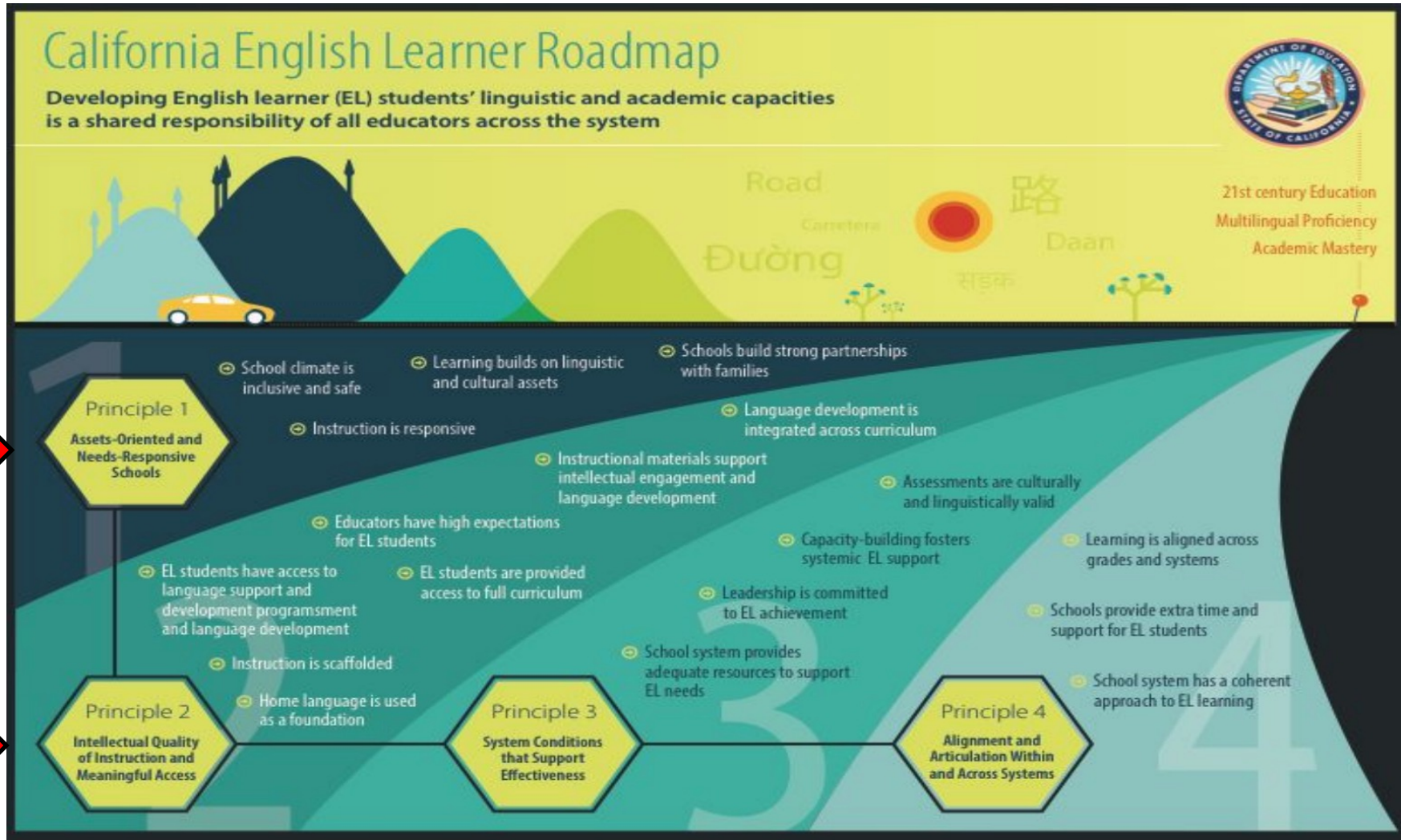
1. [Dibujar, decir y rotular/ Draw, Tell, & Label](#)
2. [Cantos sobre materias/ Content-based Chants](#)
3. [Here, There Poem Template in English & Spanish](#)
4. [Organizadores gráficos](#)
5. [Graphic Organizers](#)
6. [Conexiones de hogar y casa/ Home-School Connections](#)
7. [Apoyando el bilingüismo/ Supporting Bilingualism](#)
8. [Cross-language Connections](#)

### Videos

1. [Draw, Tell, & Label](#)
2. [Graphic Organizers & Language Functions](#)
3. [Home-School Connections & Family Projects](#)



# California English Learner Roadmap



# California English Learner Roadmap



## EL MAPA PARA LOS ESTUDIANTES DE INGLÉS DE CALIFORNIA

### IMPLICACIONES PARA LAS MAESTRAS Y ADMINISTRADORAS DE APRENDIZAJE TEMPRANO

El [mapa para los estudiantes de inglés de California](#), una política que empieza en la primera infancia y va hasta el doceavo grado, fue aprobada por la Junta Estatal de Educación y promulgada en julio de 2017. Esta política basada en fortalezas, guía a los líderes y educadores de los distritos escolares de California en cómo apoyar a los estudiantes de doble idioma (DLLs)<sup>1</sup> o bilingües y a los estudiantes de inglés (ELs)<sup>2</sup> en nuestro estado. La política se basa en cuatro principios interrelacionados, definidos a continuación con guías y ejemplos.

PRINCIPIO

1

#### ESCUELAS ORIENTADAS A LAS FORTALEZAS Y A LAS NECESIDADES

Las maestras y el personal reconocen, valoran y celebran la diversidad cultural y lingüística de sus estudiantes y la tratan como una ventaja. Las educadoras valoran y construyen fuertes asociaciones familiares, comunitarias y escolares.

#### Qué significa:

- Los programas comparten con las familias los beneficios del bilingüismo, el importante papel del idioma del hogar en el desarrollo del inglés y los peligros de la pérdida del idioma del hogar.
- Los programas involucran a las familias en una comunicación mutua y continua sobre el desarrollo de sus hijos.
- Los programas implementan una entrevista en el idioma del hogar para aprender sobre las habilidades y objetivos lingüísticos del niño y la familia y para abrir canales de comunicación para la participación de la familia.
- Los programas se comunican y proporcionan materiales escritos a las familias en su idioma del hogar y/o ponen a disposición servicios de interpretación.
- Se puede encontrar evidencia de que el programa valora el idioma y cultura del hogar de los niños en todo el entorno de aprendizaje (por ejemplo, libros y materiales que reflejan los antecedentes lingüísticos y culturales de los niños, etc.)

PRINCIPIO

2

#### CALIDAD INTELLECTUAL DE LA INSTRUCCIÓN Y ACCESO SIGNIFICATIVO

Los estudiantes bilingües tienen un acceso significativo a un plan de estudios completo y relevante basado en estándares que apoya el bilingüismo y la alfabetización bilingüe. Ellos tienen la oportunidad de participar en las mismas experiencias de aprendizaje que sus compañeros, en una manera que apoye su dominio total del inglés y de su idioma del hogar.

#### Qué significa:

- El programa apoya la alfabetización bilingüe usando un plan de estudios, instrucción y materiales apropiados para el desarrollo y la lingüística.
- Los niños reciben oportunidades para desarrollar tanto el inglés como su idioma del hogar a través de un modelo de programa basado en la investigación (ver el capítulo 6 de los [Lineamientos del Programa Prescolar de California](#)).
- Los programas integran como parte de su instrucción los recursos del Departamento de Educación de California que abordan las necesidades de los estudiantes bilingües (por ejemplo, [la Guía para Estudiantes de Inglés de Prescolar](#), [Bases del Aprendizaje Prescolar](#), [Marcos de Trabajo de los Planes de Estudio y Lineamientos del Programa de Prescolar](#)).
- Las maestras entienden el proceso y las etapas de la adquisición de un segundo idioma y planean experiencias de aprendizaje que cubren las necesidades de los niños estudiantes de doble idioma en cada una de las etapas.
- Las maestras implementan estrategias de comprensión (por ejemplo, uso de visuales, canciones/cantos, objetos y materiales educativos, repetición, etc.) que ayuda a sus estudiantes bilingües a comprender el contenido que se está presentando.



## CALIFORNIA ENGLISH LEARNER ROADMAP

### IMPLICATIONS FOR EARLY LEARNING TEACHERS AND ADMINISTRATORS

The [California English Learner Roadmap](#), an early childhood through twelfth grade policy, was passed by the State Board of Education and enacted in July 2017. This assets-based policy guides California school district leaders and educators on how to support the Dual Language Learners (DLLs)<sup>1</sup> and English Learners (ELs)<sup>2</sup> in our state. The policy is built on four interrelated principles, which are outlined below with guidance and examples.

PRINCIPIO

1

#### ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Teachers and staff recognize, value and celebrate their students' cultural and linguistic diversity and treat it as an asset. Educators value and build strong family, community, and school partnerships.

#### WHAT IT MEANS:

- Programs share with families the benefits of bilingualism, the important role of the home language in English development, and the dangers of home language loss.
- Programs engage families in two-way and ongoing communication about their child's development.
- Programs implement a home language interview to learn about the child and family's language skills, goals, and to open channels of communication for family participation.
- Programs communicate with and provide written materials to families in their home language and/or make interpretation services available.
- Evidence that the program values children's home language and culture can be found throughout the learning environment (e.g., books and materials that are reflective of the children's linguistic and cultural backgrounds, etc.).

PRINCIPIO

2

#### INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

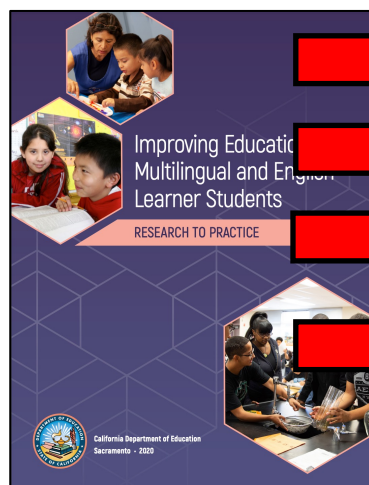
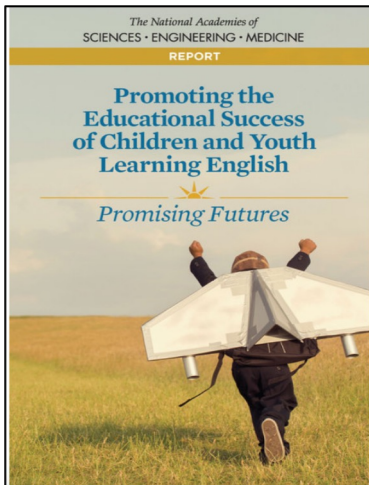
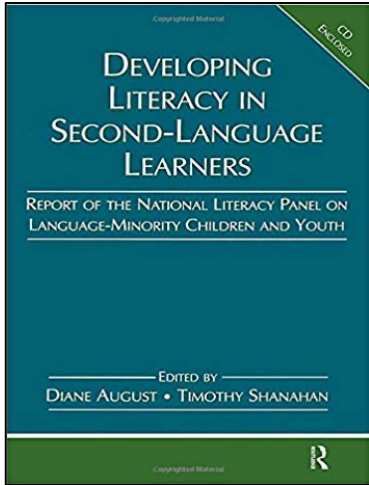
DLLs have meaningful access to a full standards-based and relevant curriculum that supports bilingualism and biliteracy. DLLs have the opportunity to engage in the same learning experiences as their peers, in a way that supports their full English and home language proficiency.

#### WHAT IT MEANS:

- Programs support biliteracy using developmentally and linguistically appropriate curriculum, instruction, and materials.
- Children are provided opportunities to develop both English and their home language through a research-based program model (see chapter 6 of [California Preschool Program Guidelines](#)).
- Programs integrate as part of their instruction the California Department of Education resources that address the needs of DLLs (e.g., the [Preschool English Learners Guide](#), [Preschool Learning Foundations](#), [Curriculum Frameworks](#), [Preschool Program Guidelines](#)).
- Teachers understand the process and stages of second language acquisition and plan learning experiences that address the needs of DLL children at each of the stages.
- Teachers implement comprehension strategies (e.g., use of visuals, songs/chants, realia, repetition, etc.) that help their DLL children understand the content being presented.



# Research on Preventing the Creation of Long-Term English Learners



1. Quality ECE makes a difference but isn't sufficient

2. Affirming, caring relationships & environments impact development, motivation, & participation in learning

3. Strong Home-School partnerships are essential

4. Home language is crucial

5. Oral language is the foundation

6. Language develops in context

7. Explicit focus on academic, complex language is critical.

8. Specially designed instruction is needed for DLLs to comprehend & participate

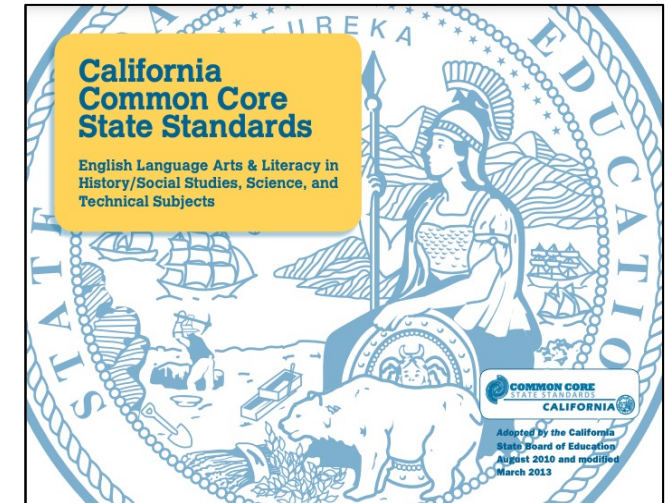
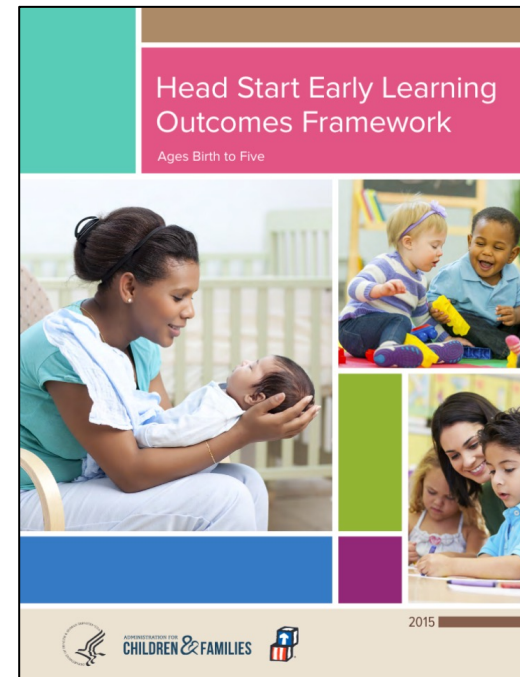
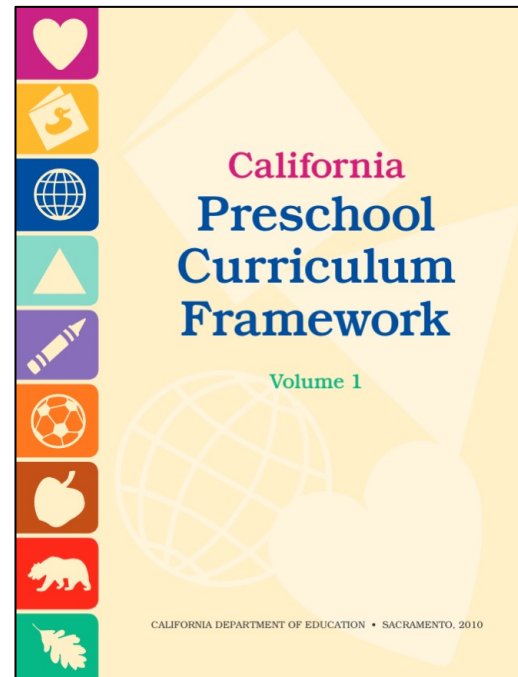
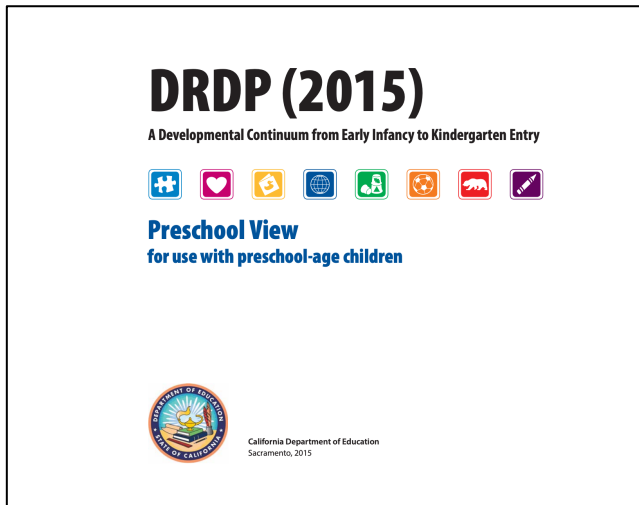
# Meeting the Language Needs of DLLs

**Supporting  
Young Children  
to Develop Oral,  
Complex,  
Precise  
Language**



**Get the  
children talking  
& using the  
language!**

# Language Development Skills



- Use language with increasingly complex words & sentences to communicate ideas or to describe people, objects or events
- Engage in multiple-exchange, focused conversations

Función del adulto en el apoyo del desarrollo de lenguaje oral

Roles of Adult in Supporting Oral Language Development /



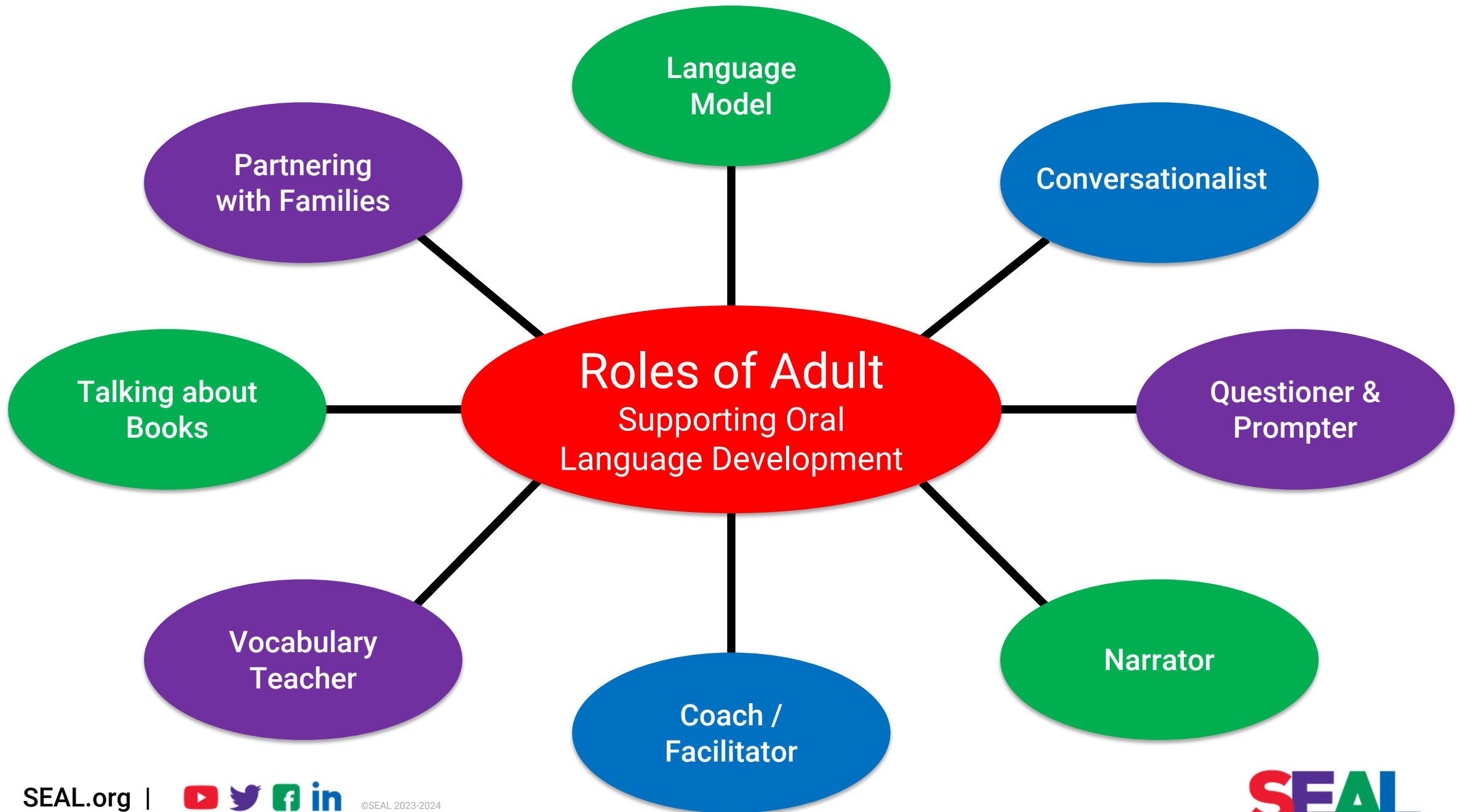


# Group Discussion

¿Cuáles son los múltiples papeles que desempeña en el desarrollo del lenguaje oral de los niños?

What are the multiple roles you play in developing children's oral language?





# Resource Page - Self-Reflection Tool

## My Roles in Supporting Children's Oral Language Development

**Language Model:** I am conscious of my role as a language model, being intentional about the expressiveness & quality of language I use around children, thinking ahead about the vocabulary I want them to be hearing.

**Conversationalist:** I regularly engage children in conversation & help them maintain a conversation through multiple exchanges by responding & asking new questions.

**Questioner & Prompter:** I ask a variety of types of questions (*e.g., recall, open-ended, prediction, connections*). I think ahead about prompts to use in specific centers, for specific activities & ones related to the theme.

**Narrator:** As we are engaged in learning activities, I speak out loud narrating what we are doing - giving words to the actions. I also think-aloud for children the things I am considering related to our work.

**Facilitator:** I create opportunities & support children to talk together, including Partner Talk, offering sentence "starters", setting up collaborative activities, etc.

**Vocabulary Teacher:** I am thoughtful about the vocabulary I want children to learn & use, & then use instructional strategies to teach that vocabulary "in context" - including sketches, photos, hands-on experiences, gestures, etc.

**Talking about Books:** I select books with wonderful language & engage children in talking about them. For many read-alouds, I identify key useful vocabulary & pre-plan how I will give meaning to those words & engage children with that vocabulary. I pre-plan prompts & questions to engage children in talking about the books (*e.g., recall, summarizing, predicting, connecting*).

**Partnering with Families:** I partner with families regarding their crucial roles in oral language development & home language development.

Enseñanza de  
vocabulario y de  
lenguaje académico y  
complejo

Teaching Complex  
Academic Vocabulary  
& Language





# Why Thematic Instruction?

Provides rich context

Gives language purpose

Engages children in complex thinking & sophisticated use of language



REQUIRES INTENTIONAL PLANNING!

# Steps to Intentional Planning

1. **Determine** Theme
2. **Identify** Learning Foundations / Content Standards
3. **Build** Your Background Knowledge
4. **Identify** Language of the Unit
5. **Plan** Instructional Practices & Strategies

# #1 Determine Theme

Interesting

Family Partnership

Teacher Passion

Valuable to Know

INSECTS

Experiential Learning

Depth

Cross-Curricular Application

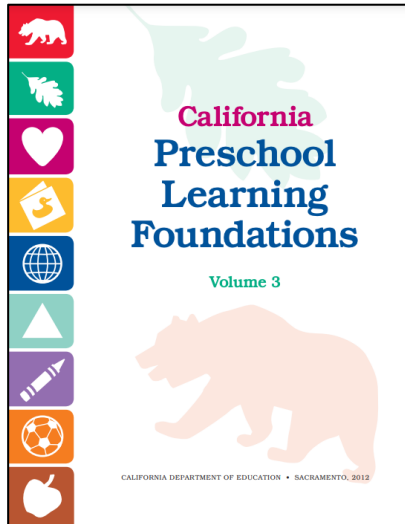
Resources



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# #2 Identify Learning Foundations / Content Standards



## Life Science: Properties & Characteristics of Living Things

1.1 Identify **characteristics** of a greater variety of animals & plants & demonstrate an increased ability to categorize them.

1.2 Indicate greater knowledge of **body parts** & **processes** in humans & other animals.



## Life Science: From Molecules to Organisms: Structures & Processes

K-LS1-1 Use observations to describe **patterns** of what plants & animals (including humans) **need to survive**.

# #3 Build Background Knowledge

## English

## LOTE

insects for young children

<https://kids.britannica.com/kids/article/insect> :  
**Insect - Kids | Britannica Kids | Homework Help**  
 The insects are the largest group of animals. In fact, about 75 percent of all animals are insects. Insects developed on Earth long before humans did.

<https://www.dkfindout.com/animals-and-nature/inse...> :  
**Insects for Kids | How Many Legs Insects Have - DK Find Out!**  
 Bees and wasps Beetles Butterflies and moths Butterfly life cycle  
 Damselfly life cycle Dragonflies and dams... Grasshoppers and cri... Insect colonies  
 Insect defenses Insect predators Insects' eyes Insects' wings

<https://easyscienceforkids.com/all-about-insects> :  
**Fun Insects Facts for Kids**  
 Fun Facts about Insects for Kids - Insects don't have bones or a backbone like us. - All insects have three parts: the head, the thorax, which is the middle part, ...

<https://kids.nationalgeographic.com/animals/topic/insects> :  
**Insects - National Geographic Kids**  
 Insects. Insects are small animals with six legs and a hard outer shell called an exoskeleton. Most have wings and antennae.

Videos

**Insects | Educational Videos for Kids**  
 YouTube · Happy Learning English  
 Dec 11, 2018  
 4:53 PREVIEW

10 key moments in this video

From 00:16 The Body of Insects

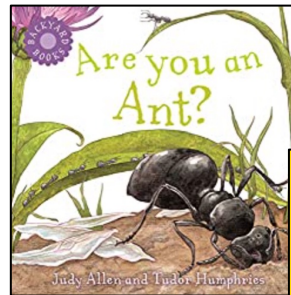
From 00:35 What are insects?

From 00:56 The lifecycle of insects

From 01:32 Metamorphosis of insects

**INSECTS FOR KIDS**  
 YouTube · Learn Bright  
 Nov 25, 2020  
 9:49 PREVIEW

**All About Insects for Children: Bees, Butterflies, Ladybugs ...**  
 YouTube · Free School  
 Oct 10, 2017  
 5:45 PREVIEW



<https://www.tierraenlasmanos.com> · Translate this page :  
**Cómo empezar a observar insectos con niños - Tierra en ...**  
 Los insectos son unas criaturas que, pese a tener tamaños bastante reducidos... Pueden despertar también grandes miedos. Por eso, para muchos niños son motivo ...

<https://illinoisearlylearning.org/inse...> · Translate this page :  
**Descubrimos el mundo de los insectos en el patio de recreo**  
 Los niños querían cavar en nuestros jardines para hallar lombrices y buscar insectos, arácnidos y artrópodos, y continuaban notando insectos y arañas en el aula ...

<https://www.slj.com/reviewDetail=about-insects-a-gui...> :  
**About Insects: A Guide for Children/Sobre los Insectos**  
 About Insects: A Guide for Children/Sobre los Insectos: Una guía para niños. by Cathryn SILL. 1 CD. 5 min. Recorded Books. 2015. \$15.75.

<https://www.pnc.com/lesson-center> · Translate this page :  
**¿Cómo comen los insectos? | PNC**  
 Permite que los niños intenten usar pinzas, esponjas y sorbetes para mover los materiales al estómago de su insecto (tazón). 9. Analiza qué instrumentos ...

<https://www.youtube.com/watch> :  
**LOS INSECTOS | Videos Educativos para Niños - YouTube**  
 Los insectos son animales invertebrados y tienen una serie de características comunes: Tienen el cuerpo dividido en cabeza, ...  
 YouTube · Happy Learning Español · Jan 9, 2018  
 4:53 PREVIEW

<https://www.youtube.com/watch> :  
**Insectos | Videos Educativos Para Niños - YouTube**  
 Los insectos son invertebrados, y un invertebrado es un animal que no tiene columna vertebral, pero en lugar de una columna...  
 YouTube · GuerrerosPlanet · Apr 15, 2021  
 6:37

<https://www.youtube.com/watch> :  
**Tipos de Insectos (Videos Educativos para Niños) - YouTube**  
 En este video aprenderemos sobre qué son los insectos, los tipos de insectos y características de los insectos. Hola...  
 YouTube · Mundo Divertido de Niños · Feb 3, 2018  
 11:01



# #4 Identify Language of the Unit

Language Related to  
the Content

Language to Interact  
& Participate

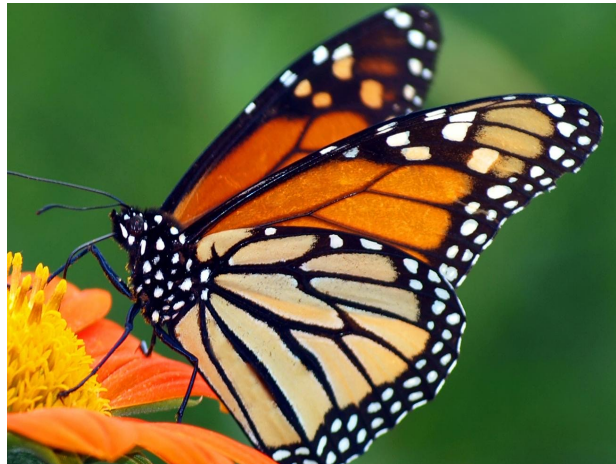
Target Language & English

# Group Discussion

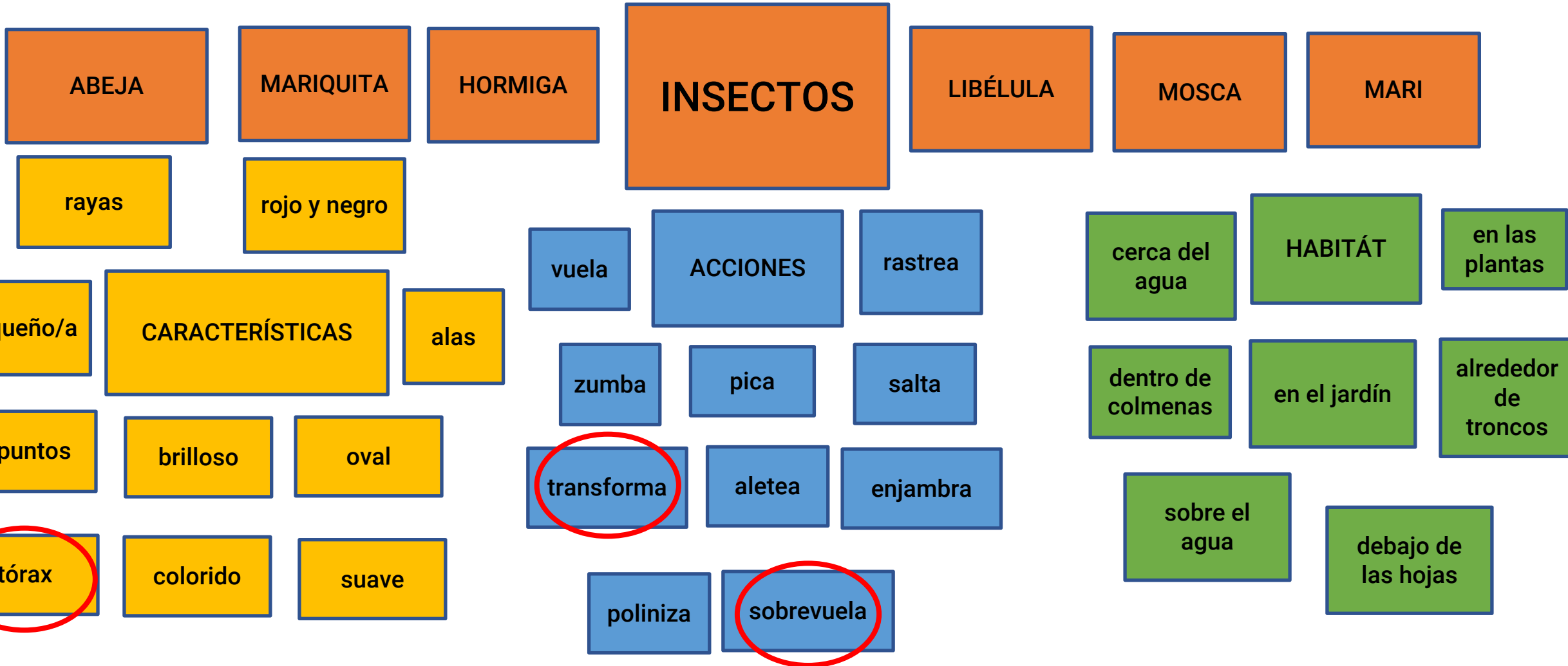
¿Qué tipo de lenguaje se necesita para hablar del contenido?



What type of language is needed to talk about the content?



# Language Related to the Content





# Language to Interact & Participate

Insect Insecto	Habitat Hábitat	Characteristics Características	Diet Dieta
mariposa	cerca de las plantas (jardín, bosque, parque) -viven en una colonia	-rojo con puntos negros -3 partes del cuerpo: cabeza, tórax, abdomen -6 patas -2 pares de alas (elytra que cubre las alas transparentes) -ojos compuestos -2 antenas	áfidos
ladybug	-near plants (garden, forest, park) -live in a colony	-red w/ black spots -3 body parts: head, thorax, abdomen -6 legs -2 pairs of wings (hard elytra cover transparent wings) -compound eyes -2 antennae	aphids
abeja	-cerca de las flores -colmena -viven en una colonia (PFC)	-amarillo con rayas negras -3 partes del cuerpo (cabeza, tórax, abdomen) -6 patas -4 alas transparentes -ojos compuestos y ojos simples -2 antenas -sacos de polen -aguijón	-polen -néctar
honeybee	-near flowers -hive -live in a colony	-yellow w/ black stripes -3 body parts (head, thorax, abdomen) -6 legs -4 transparent wings -compound eyes & simple eyes -2 antennae -pollen sacs -stinger	-pollen -nectar

## Descripción/ Description

La/ el \_\_ es \_\_.  
 La/ el \_\_ tiene \_\_.  
 La/ el \_\_ puede \_\_ y \_\_.  
 The \_\_ is \_\_.  
 The \_\_ has \_\_.  
 The \_\_ can \_\_ and \_\_.

## Comparar y contrastar/ Compare & Contrast

La/ el \_\_ y la/ el \_\_ ambas/os tienen \_\_.  
 Ambos/os las/los \_\_\_\_ y las/los \_\_\_\_ tienen \_\_.  
 La/ el \_\_ tiene \_\_ mientras que la / el \_\_ tiene \_\_.  
 La/ el \_\_ es \_\_ , sin embargo la/ el \_\_ es \_\_.  
 The \_\_ and the \_\_ both have \_\_.  
 \_\_\_\_ and \_\_\_\_ both \_\_\_\_  
 A \_\_ has \_\_ while a \_\_ has \_\_.  
 The \_\_ is \_\_, however, the \_\_ is \_\_.



# Prompts for Video

- ¿Qué nota sobre cómo los niños usan el lenguaje oral?
- ¿Cómo establece, apoya y fomenta la maestra el desarrollo del lenguaje oral?
- What do you notice about how children are using oral language?
- How does the teacher set up, scaffold and support oral language development?



itat

dieta

ciclo de vida



V

nuevos  
larvas  
pupa  
adulto

Okay, now we know all the characteristics of...



# Group Discussion

- ¿Como cabe la idea de ser más intencional con el lenguaje en su propia planificación?
- Normalmente, usted planea de esta manera? Si no es así, cómo le puede ayudar el Muro de Lenguaje para planear?
- How does this idea of being intentional about language fit into your own planning?
- Do you typically do this kind of planning? If not, how do you see the Language Wall helping with planning?

# Meeting the Language Needs of DLLs

## Access to Content & Language Related to Content

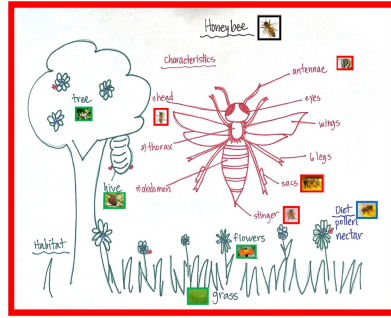
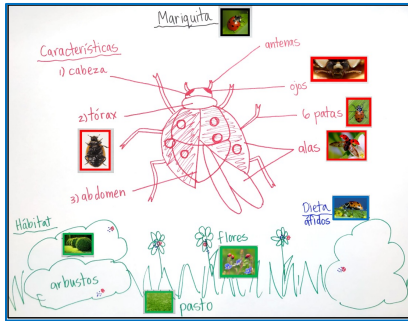
- Hands-on, Tangible Experiences
- Visuals & Realia
- Gestures
- Repetition
- Labeling

## Opportunities to Interact & Participate & Use Language

- Socio-Emotional Needs
- Process Content & Tasks

English & Target Language

# #5 Plan Instructional Strategies & Practices



Dibujar, decir y rotular  
Draw, Tell, & Label

Las abejas,  
Las abejas luciendo sus rayas y alas transparentes.

Van volando,  
Van volando en busca de flores,  
en busca de polen.

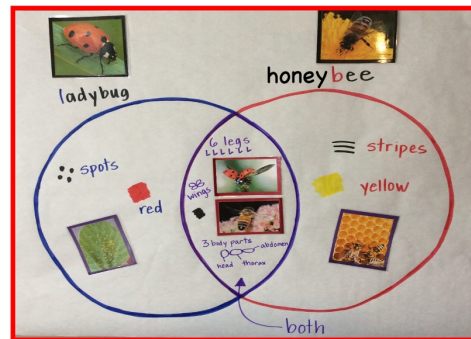
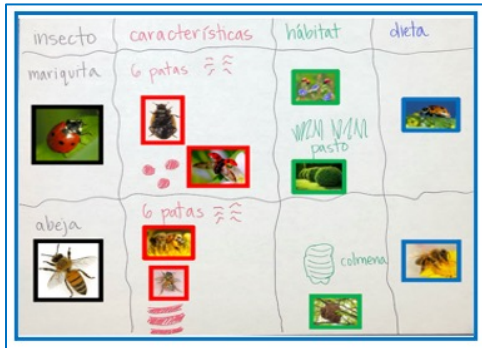
Lo transportan,  
Lo transportan con sacos de polen que tienen aquí.

Y a la vez polinizan las flores de muchos colores,  
que me gustan a mí. (2x)

**Insects All Around**  
Original Author Unknown  
Tune: *Twinkle, Twinkle Little Star*

Ladybugs and butterflies,  
Buzzing bees up in the sky.  
Teeny, tiny little ants,  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.

Cantos sobre materias  
Chants & Songs



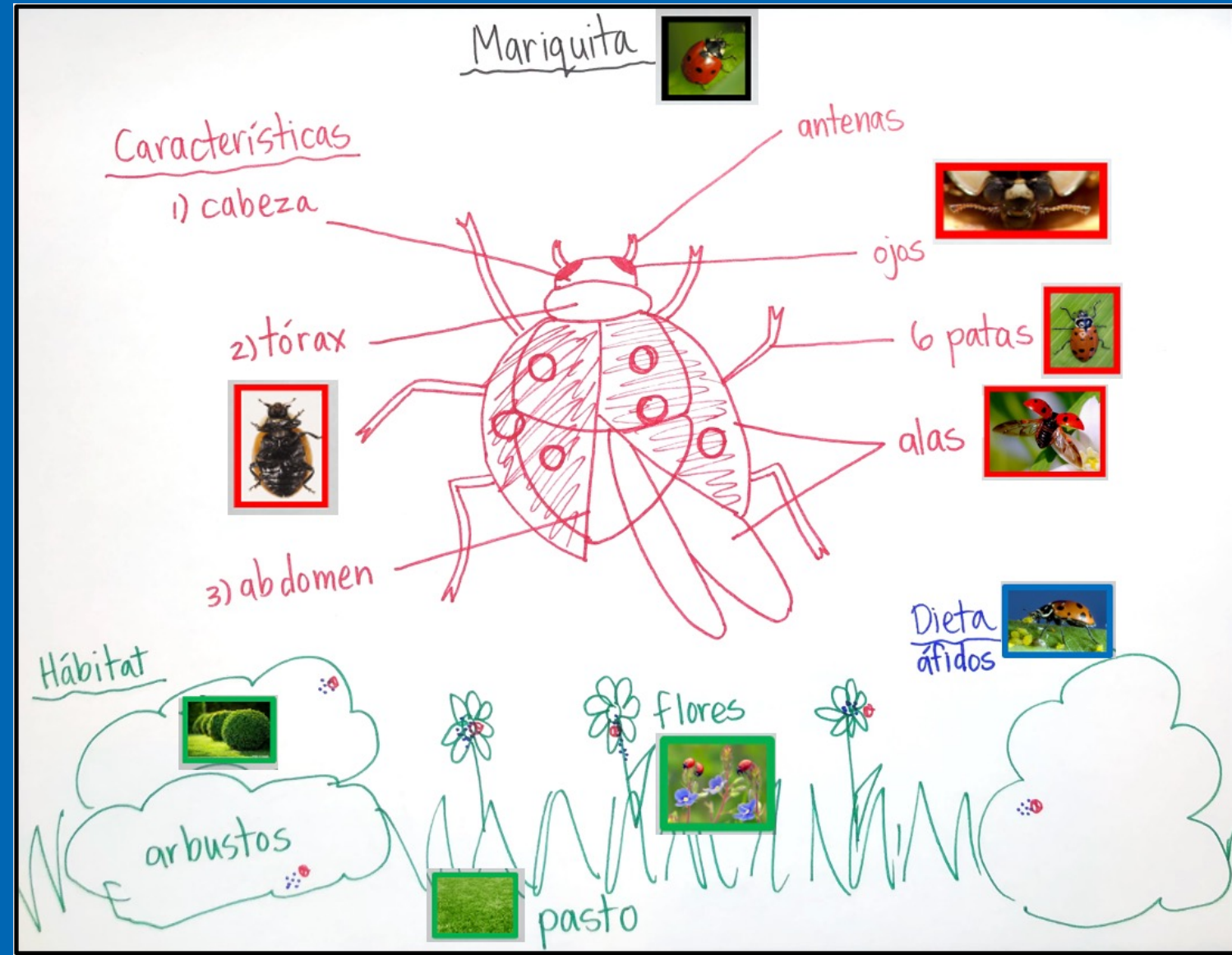
Organizadores gráficos  
Graphic Organizers



Conexiones de Hogar y escuela y Proyectos en familia  
Home-School Connections & Family Projects

# STRATEGY

Dibujar, decir y rotular  
Draw, Tell & Label



# Video: Draw, Tell, & Label



The image shows a woman with glasses and a braid looking at a bulletin board. The board is decorated with orange and green borders and contains several sheets of paper. At the top, there are two small photographs of apples. The right side of the board features a large sheet of paper with handwritten text and a diagram. The text includes 'Location', 'Trees', 'Orchards', 'Yards', 'Parts', 'Stem', 'leaf', 'Seeds', 'Flesh', 'Skin', 'Core', and 'uses'. A diagram of an apple is drawn in red ink, with the word 'Flesh' written next to it. The word 'uses' is followed by 'To eat', 'Apple', and 'Apple'.

Location  
Trees  
Orchards  
Yards

Flesh

Parts  
Stem  
leaf  
Seeds  
Flesh  
Skin  
Core

uses  
To eat  
Apple  
Apple



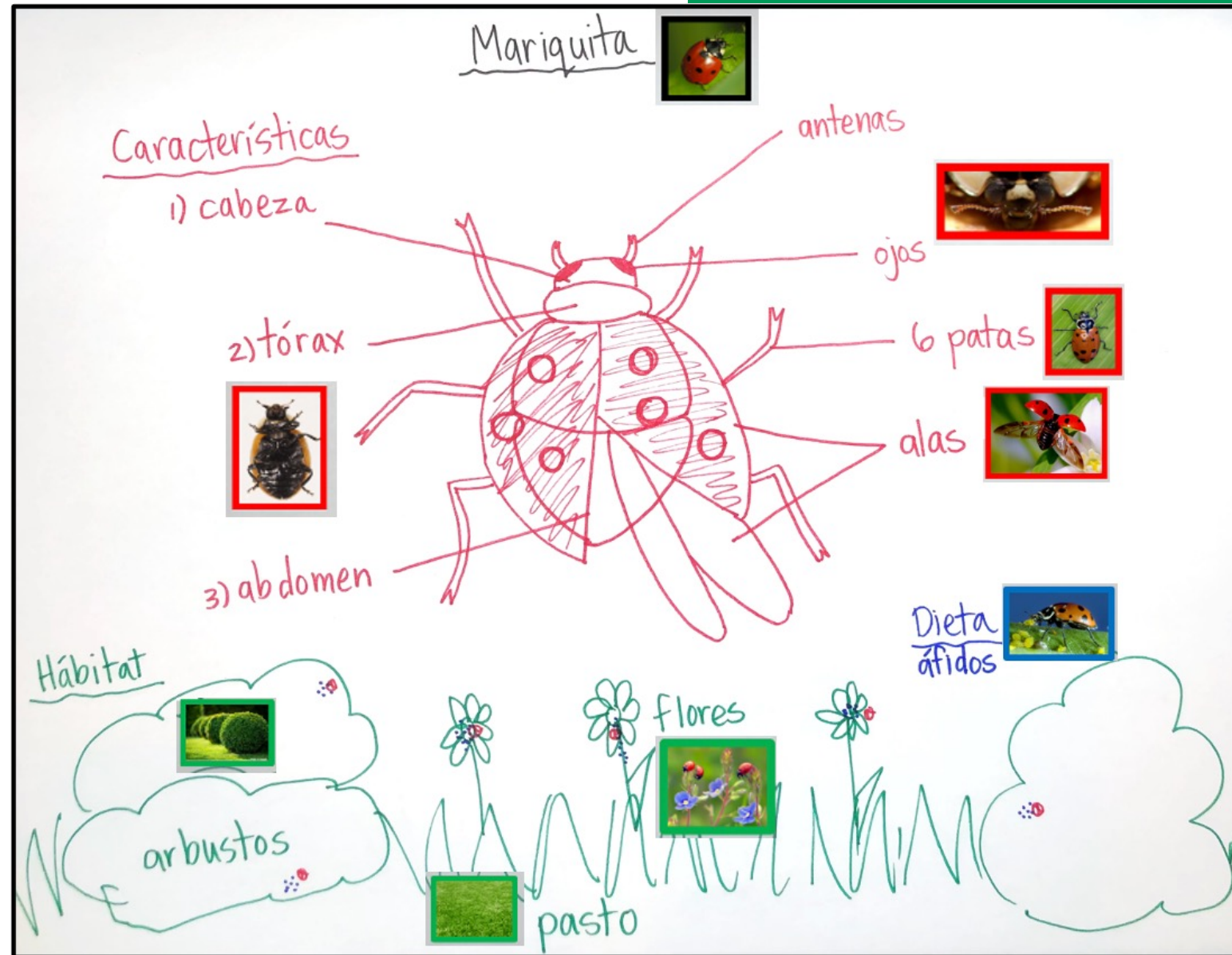
# Draw, Tell, & Label

Direct teaching of high-level vocabulary & concepts

- brain compatible
- makes it comprehensible

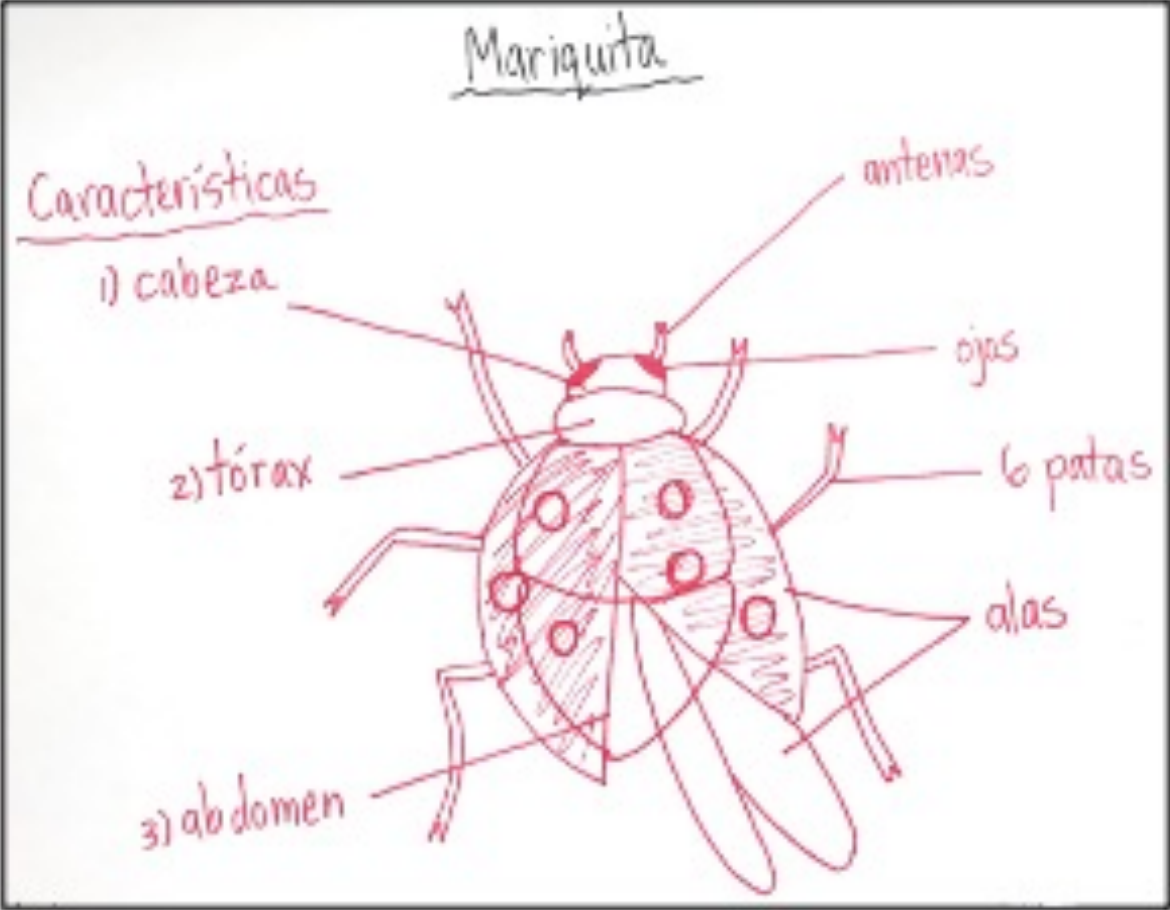
Teacher models language

Children get to practice

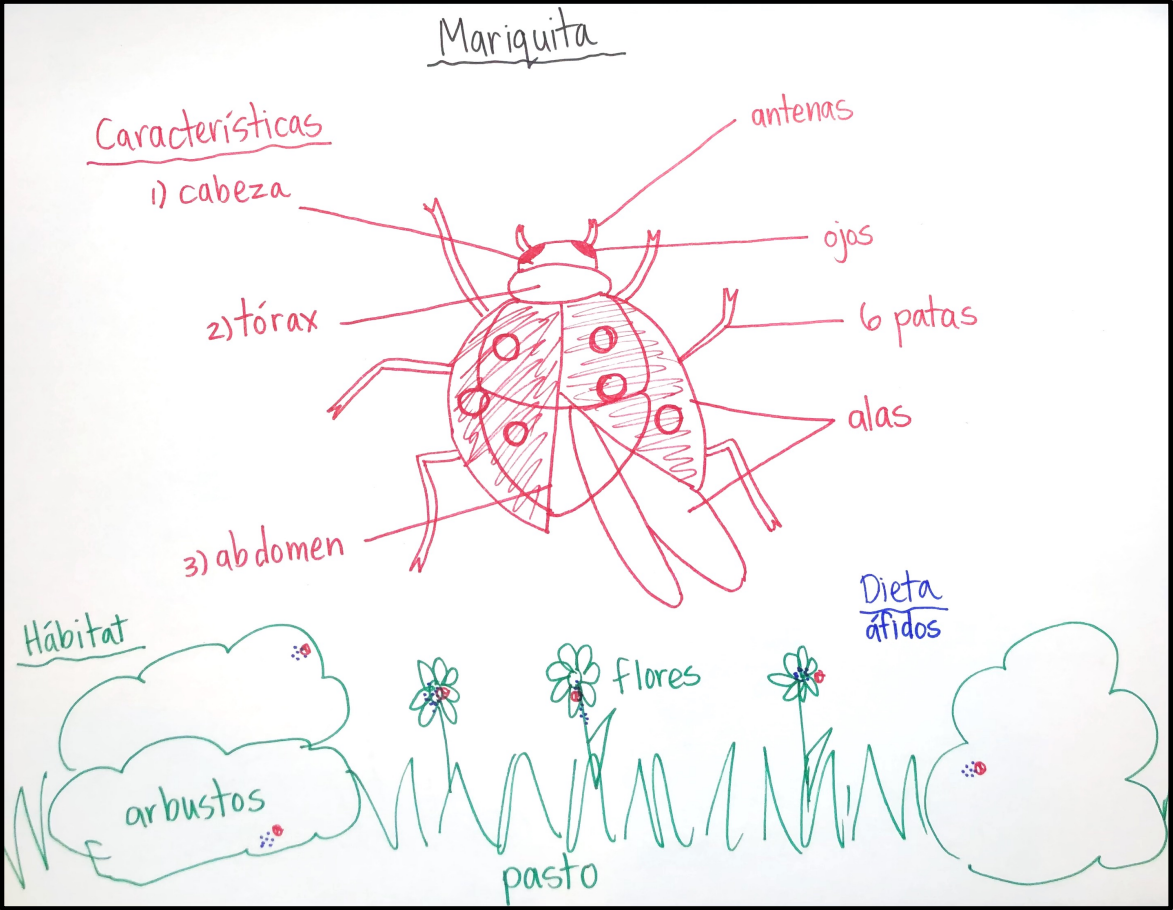


# Draw, Tell, & Label

## Simple



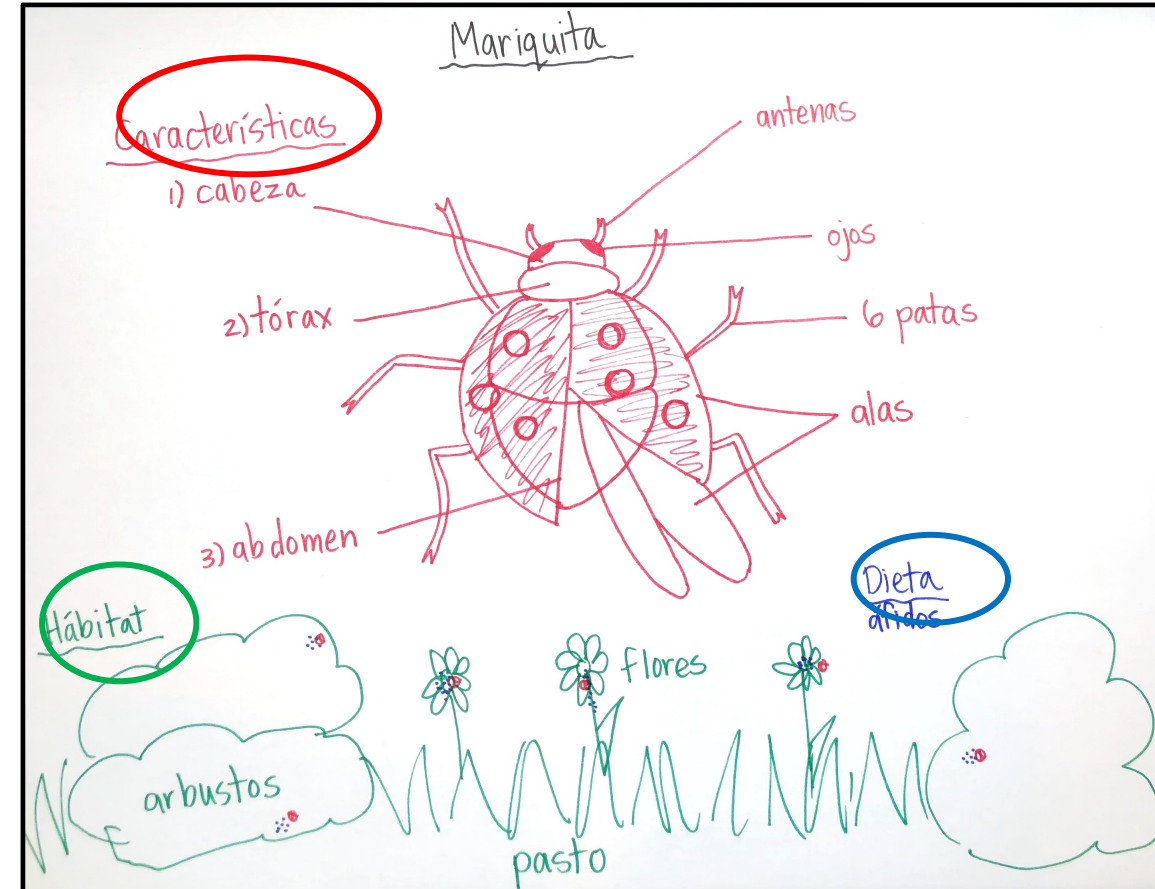
## More Complex




# Key Points

## Information matches headings on Planning Grid




Insect Insecto	Habitat Hábitat	Characteristics Características	Diet Dieta
mariquita	-cerca de las plantas (jardín, bosque, parque) -viven en una colonia	-rojo con puntos negros -3 partes del cuerpo: cabeza, tórax, abdomen -6 patas -2 pares de alas (elytra que cubre las alas transparentes) -ojos compuestos -2 antenas	aridos
ladybug	-near plants (garden, forest, park) -live in a colony	-red w/ black spots -3 body parts: head, thorax, abdomen -6 legs -2 pairs of wings (hard elytra cover transparent wings) -compound eyes -2 antennae	aphids
abeja	-cerca de las flores -colmena -viven en una colonia (PFC)	-amarillo con rayas negras -3 partes del cuerpo (cabeza, tórax, abdomen) -6 patas -4 alas transparentes -ojos compuestos y ojos simples -2 antenas -sacos de polen -aguijón	-polen -néctar
honeybee	-near flowers -hive -live in a colony	-yellow w/ black stripes -3 body parts (head, thorax, abdomen) -6 legs -4 transparent wings -compound eyes & simple eyes -2 antennae -pollen sacs -stinger	-pollen -nectar





# Providing Access to Content & Language


Mariquita 


Características

- 1) cabeza 
- 2) tórax 
- 3) abdomen 


antenas 


ojos 


6 patas 


alas 

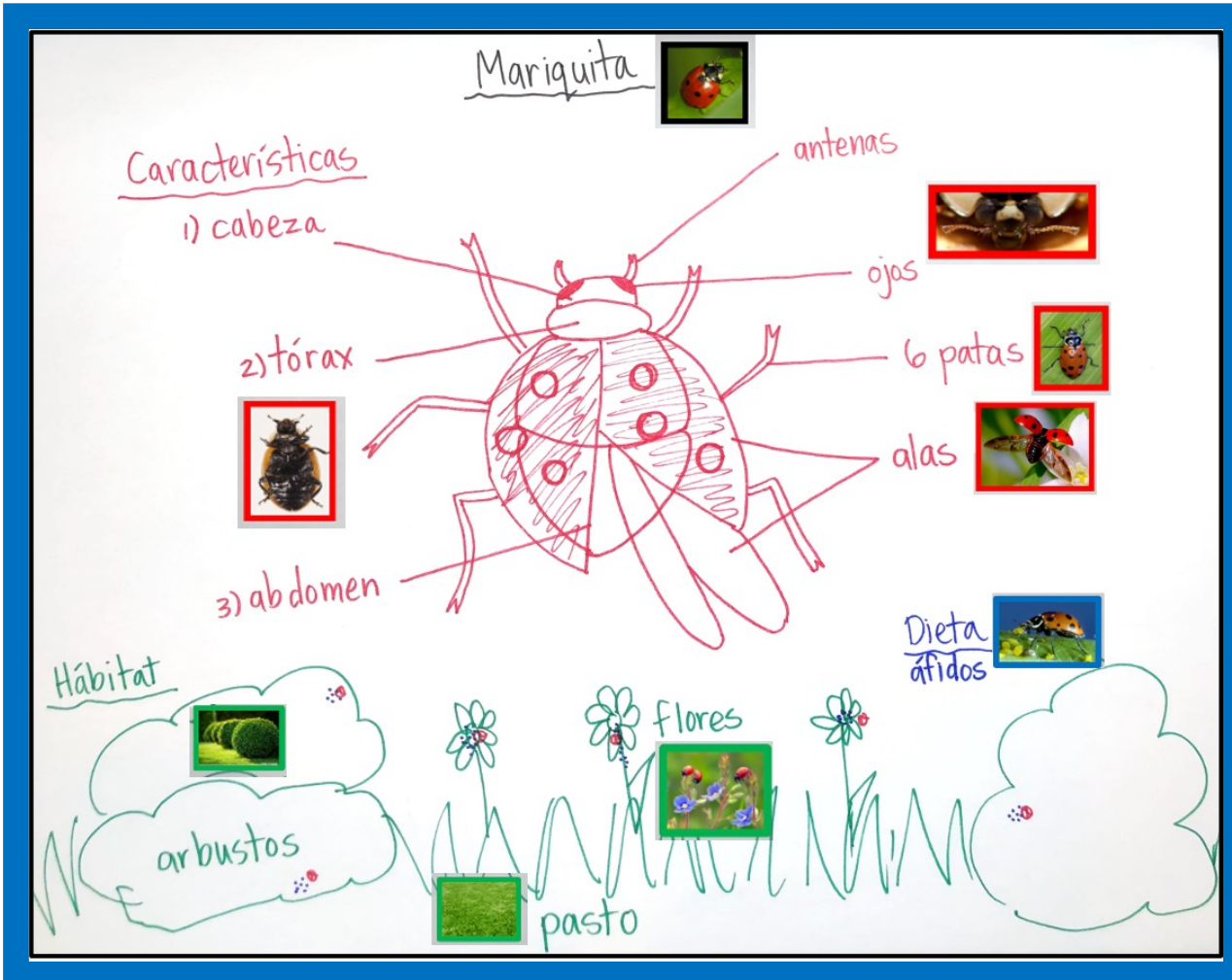
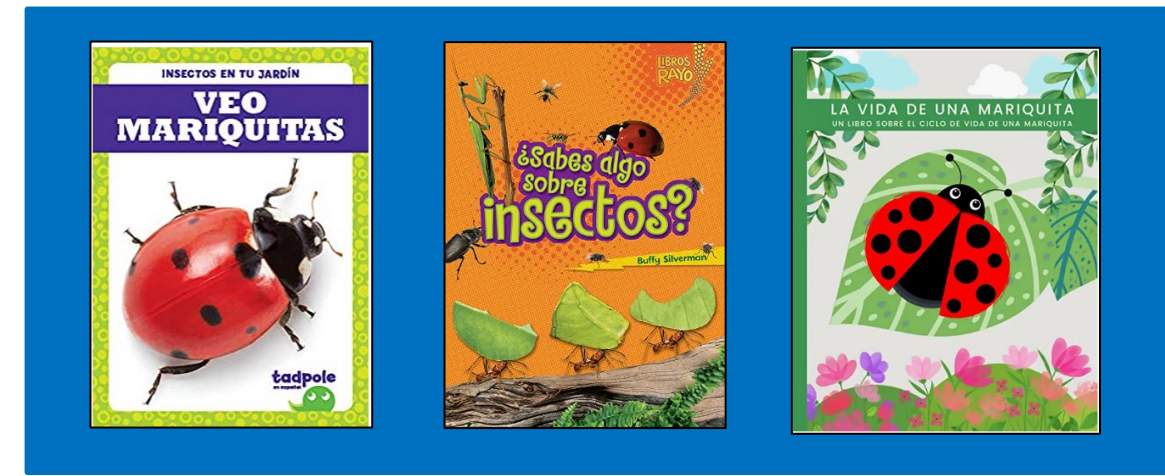
Hábitat

arbustos 

pasto 


Flores 

Dieta  
afidos 

# Providing Access to Content & Language

## Week 1

Mariposa 

Características

- 1) cabeza
- 2) tórax
- 3) abdomen

antenas

ojos

6 patas

alas

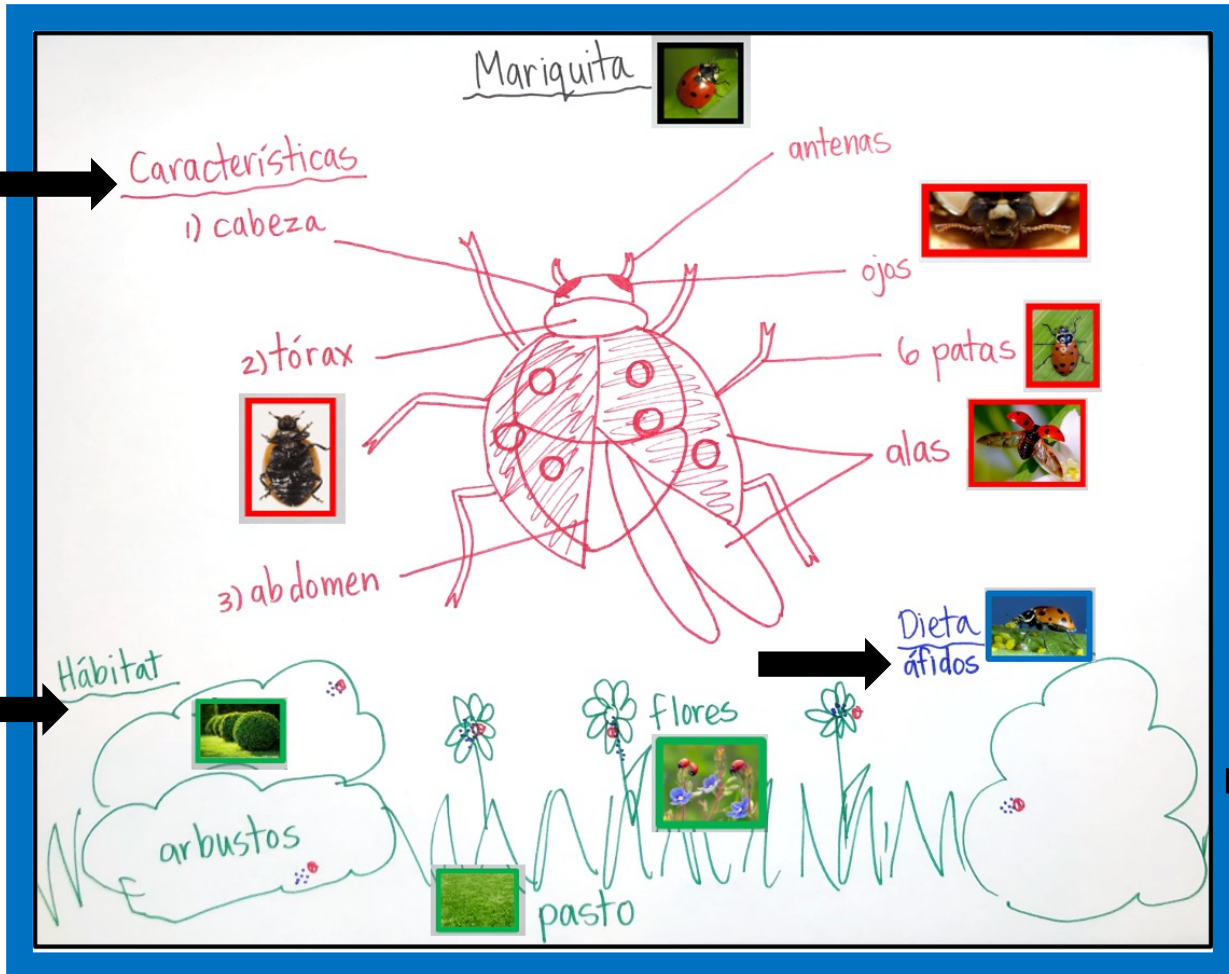
Dieta  
afidos

Habitat

arbustos


pasto

flores



Detailed description: A hand-drawn diagram of a ladybug (Mariposa) on a whiteboard. The drawing is in red ink. It shows the ladybug's body with three main sections labeled: '1) cabeza' (head), '2) tórax' (thorax), and '3) abdomen'. Other parts are labeled: 'antenas' (antennae), 'ojos' (eyes), '6 patas' (6 legs), and 'alas' (wings). Below the drawing, the diet is labeled 'Dieta afidos' (aphids) with a small photo of a ladybug on a green leaf. The habitat is labeled 'Habitat' and includes 'arbustos' (bushes), 'pasto' (grass), and 'flores' (flowers), each with a small photo. A black arrow points from the left towards the 'Características' section.

## Week 2 or 3

Honey bee 

Characteristics

- 1) head
- 2) thorax
- 3) abdomen

antennae

eyes

wings

6 legs

sacs

stinger

Diet  
pollen  
nectar

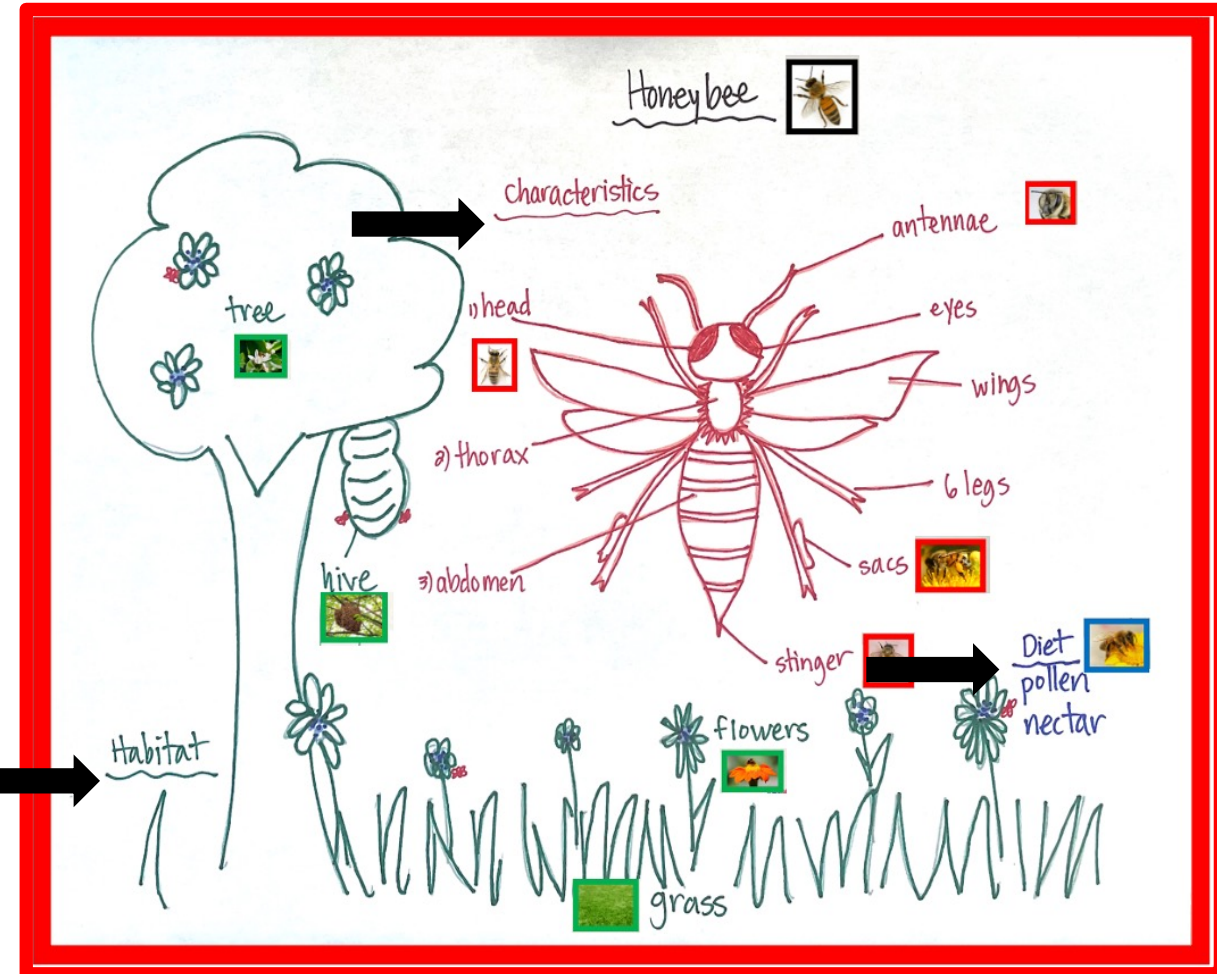
Habitat

tree

hive

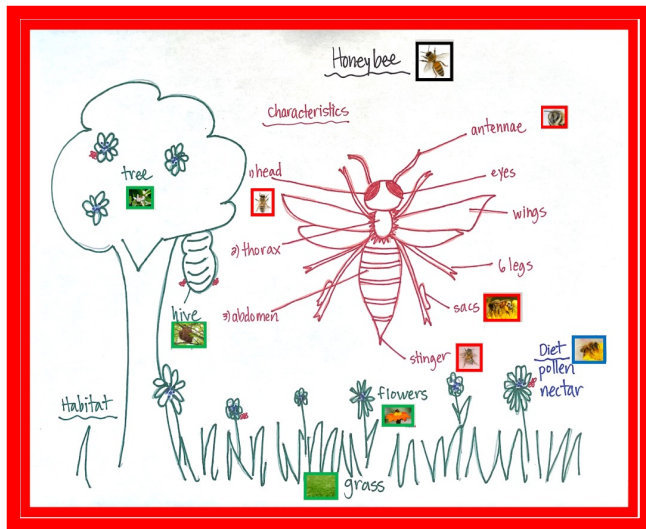
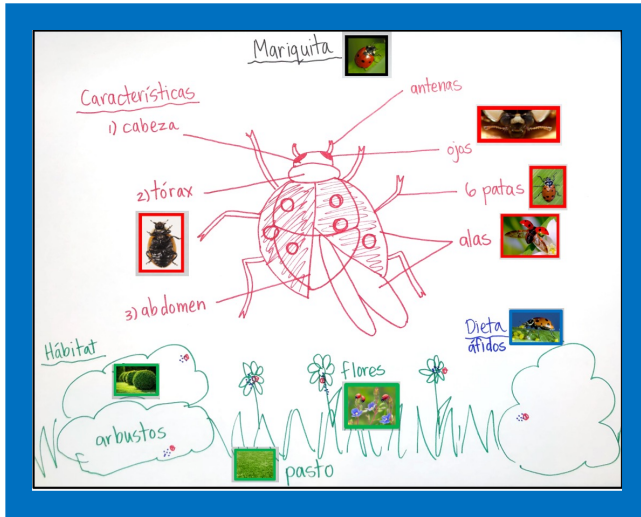
grass

flowers



Detailed description: A hand-drawn diagram of a honey bee (Honey bee) on a whiteboard. The drawing is in red ink. It shows the honey bee's body with three main sections labeled: '1) head', '2) thorax', and '3) abdomen'. Other parts are labeled: 'antennae', 'eyes', 'wings', '6 legs', 'sacs', and 'stinger'. Below the drawing, the diet is labeled 'Diet pollen nectar' with a small photo of a honey bee on a flower. The habitat is labeled 'Habitat' and includes 'tree', 'hive', 'grass', and 'flowers', each with a small photo. A black arrow points from the left towards the 'Characteristics' section.

# Cross-Language Connections



Español	English
insecto	insect
entomólogo	entomologist
características color, tórax, abdomen, antenas	characteristics color, thorax, abdomen, antennae
ciclo pupa, larva, adulto, metamorfosis	cycle pupa, larva, adult, metamorphosis
hábitats jardín, plantas, flores	habitats garden, plants, flowers
dieta néctar, polen	diet nectar, pollen

# STRATEGY:

Cantos sobre materias

Content-based Chants



# Why Chants and Songs?

Children **love** singing & chanting

**Practice** content vocabulary in context

**Oral patterning & repetition** make information retrievable

Develops young children's **phonemic awareness**





# Content-Based Chants & Songs

3 - 5 chants / songs per theme

- pick **familiar tunes**
- embed **concepts & vocabulary**
- make sure the **rhythm** works
- developmentally appropriate **length**
- think about **gestures** you'll use

Las abejas,  
Las abejas luciendo sus rayas y  
alas transparentes.

Van volando,  
Van volando en busca de flores,  
en busca de polen.

Lo transportan,  
Lo transportan con sacos de  
polen que tienen aquí.

Y a la vez polinizan las flores de  
muchos colores,  
que me gustan a mí. (2x)

Ladybugs and butterflies,  
Buzzing bees up in the sky.  
Teeny, tiny little ants,  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.

# Start with Familiar Tune



Twinkle, twinkle little star.  
How I wonder what you are.  
Up above the world so high.  
Like a diamond in the sky.  
Twinkle twinkle little star.  
How I wonder what you are.



# Content-Based Chants & Songs

## Insects All Around

Original Author Unknown

Tune: Twinkle, Twinkle Little Star

Ladybugs and butterflies,  
Buzzing bees up in the sky.  
Teeny, tiny little ants,  
Crawling up and down the plants.  
Many insects can be found,  
In the air and on the ground.





# Las abejas

Por Araceli Fonseca y Patricia Montes Pate Melodía: De colores



Las abejas,  
Las abejas luciendo sus rayas y  
alas transparentes.



Van volando,  
Van volando en busca de flores,  
en busca de polen.



Lo transportan,  
Lo transportan con sacos de  
polen que tienen aquí.



Y a la vez polinizan las flores de  
muchos colores,  
que me gustan a mí. (2x)



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**SEAL**

# Cross-Language Connections

Las abejas,  
Las abejas luciendo sus rayas y alas transparentes.

Van volando,  
Van volando en busca de flores,  
en busca de polen.

Lo transportan,  
Lo transportan con sacos de  
polen que tienen aquí.

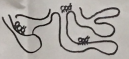


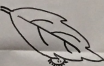
Y a la vez polinizan las flores de  
muchos colores,  
que me gustan a mí. (2x)

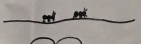

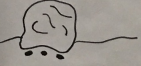

Español		English
<u>t</u> ransparentes		<u>t</u> ransparent
<u>p</u> olen		<u>p</u> ollen
<u>t</u> ransportan		<u>t</u> ransport
<u>p</u> olinizan		<u>p</u> ollinate
<u>c</u> olores		<u>c</u> olors

# Resource – Here, There Chant Templates

**Insects**  
by Shealon Cooper

Insects here, insects there,  
Insects, insects everywhere!

Tiny insects building,   
Spotted insects flying,   
Striped insects **stinging**,   
And **quiet** insects hiding. 

Insects on the ground,   
**Insects** in the trees,   
Insects under the rocks,   
And insects inside our **classroom**. 

Insects here, insects there,  
Insects, insects everywhere.  
Insects! Insects! Insects!

**SEAL**

\_\_\_\_\_ sustantivo  
Por \_\_\_\_\_

\_\_\_\_\_ aquí, \_\_\_\_\_ allá,  
sustantivo sustantivo

\_\_\_\_\_ en todo  
sustantivo sustantivo

\_\_\_\_\_ sustantivo \_\_\_\_\_ adjetivo \_\_\_\_\_ verbo (-e)

\_\_\_\_\_ sustantivo \_\_\_\_\_ adjetivo \_\_\_\_\_ verbo (-e)

\_\_\_\_\_ sustantivo \_\_\_\_\_ adjetivo \_\_\_\_\_ verbo (-e)

y \_\_\_\_\_ sustantivo \_\_\_\_\_ adjetivo \_\_\_\_\_ verbo (-e)

\_\_\_\_\_ sustantivo \_\_\_\_\_ frase preposicional

\_\_\_\_\_ sustantivo \_\_\_\_\_ frase preposicional

\_\_\_\_\_ sustantivo \_\_\_\_\_ frase preposicional

y \_\_\_\_\_ sustantivo \_\_\_\_\_ frase preposicional

\_\_\_\_\_ aquí, \_\_\_\_\_ allá,  
sustantivo sustantivo

\_\_\_\_\_ en todo  
sustantivo sustantivo

! \_\_\_\_\_ sustantivo ! \_\_\_\_\_ sustantivo sustantivo

**SEAL**

### Chant Templates

\_\_\_\_\_ noun  
By \_\_\_\_\_

\_\_\_\_\_ here, \_\_\_\_\_ there,  
noun noun

\_\_\_\_\_ everywhere.  
noun noun

\_\_\_\_\_ adjective \_\_\_\_\_ noun \_\_\_\_\_ verb (-ing)

\_\_\_\_\_ adjective \_\_\_\_\_ noun \_\_\_\_\_ verb (-ing)

\_\_\_\_\_ adjective \_\_\_\_\_ noun \_\_\_\_\_ verb (-ing)

**And** \_\_\_\_\_ adjective \_\_\_\_\_ noun \_\_\_\_\_ verb (-ing)

\_\_\_\_\_ noun \_\_\_\_\_ prepositional phrase

\_\_\_\_\_ noun \_\_\_\_\_ prepositional phrase

\_\_\_\_\_ noun \_\_\_\_\_ prepositional phrase

**And** \_\_\_\_\_ noun \_\_\_\_\_ prepositional phrase

\_\_\_\_\_ here, \_\_\_\_\_ there,  
noun noun

\_\_\_\_\_ everywhere.  
noun noun

\_\_\_\_\_ ! \_\_\_\_\_ ! \_\_\_\_\_ !  
noun noun noun

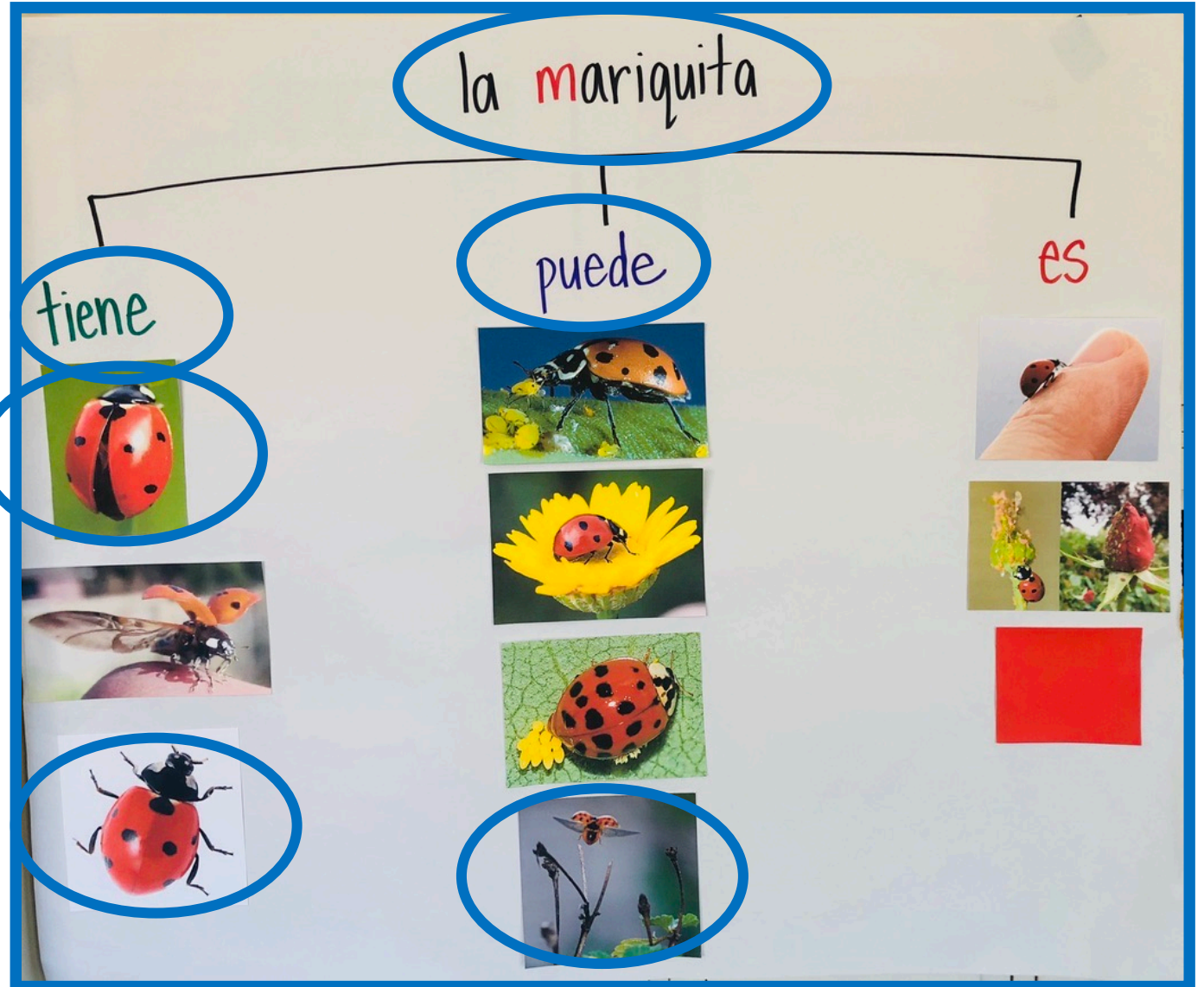
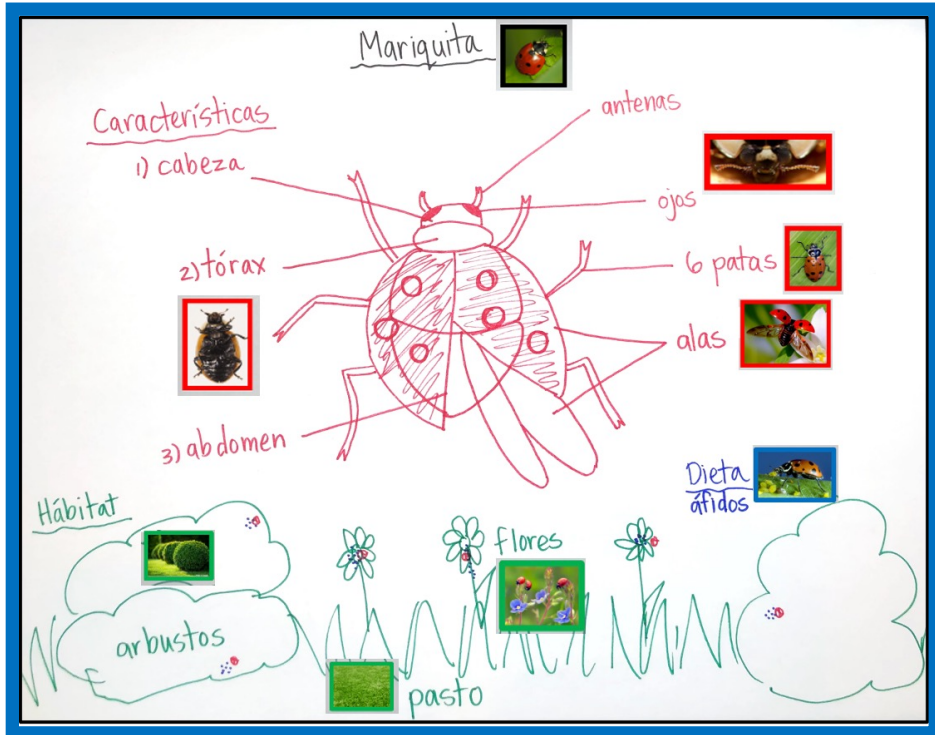
# STRATEGY:

Organizadores gráficos

Graphic Organizers

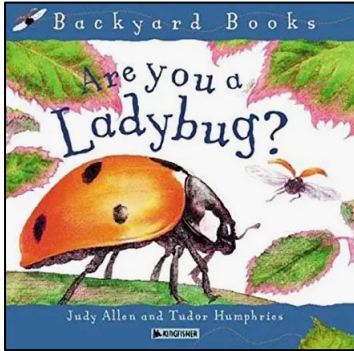


# Tree Map- Description





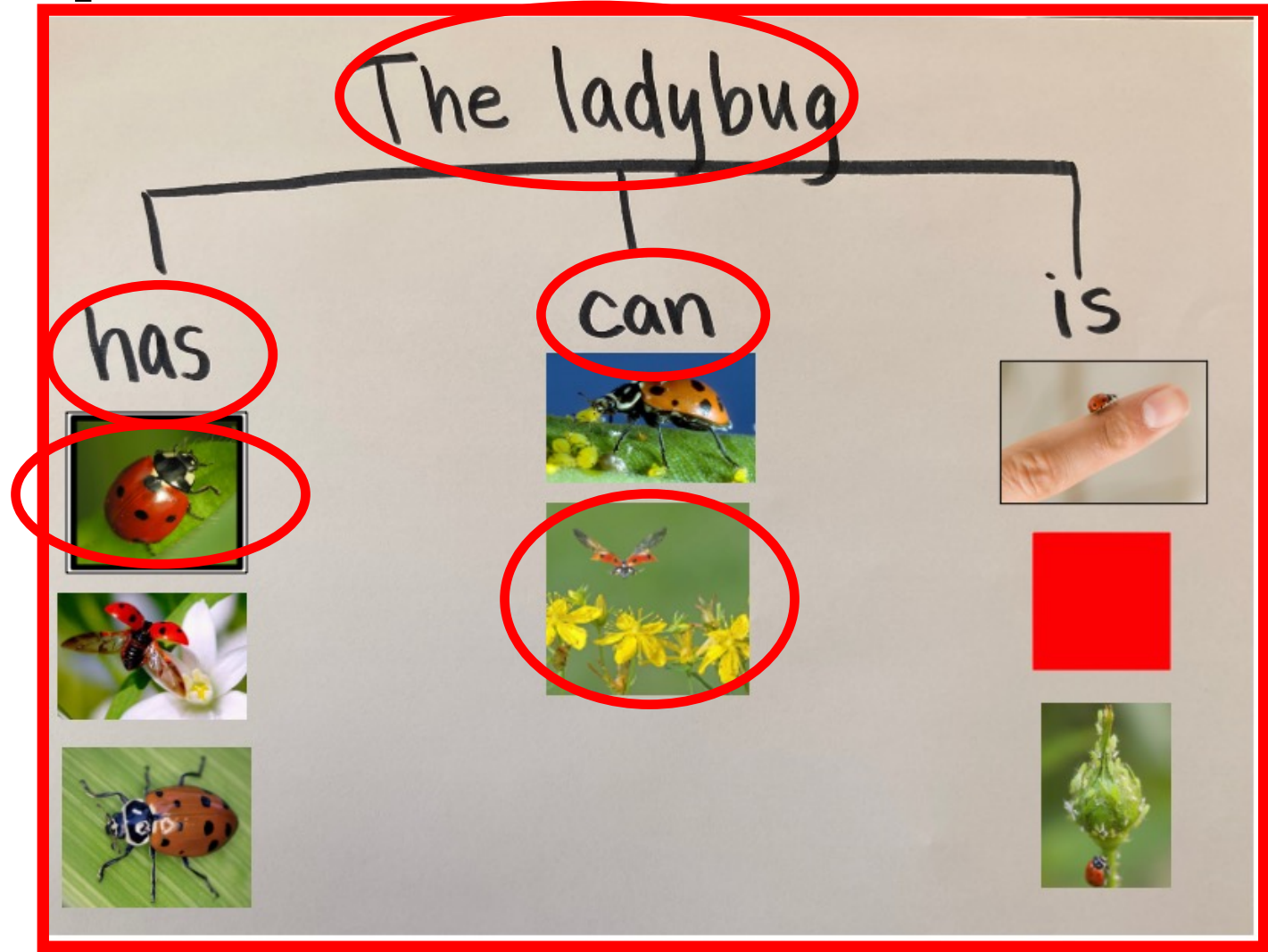
# Tree Map- Description




















**The Life Cycle of a Ladybug**  
By Patricia Montes Pate  
Tune: *Up on the House Top*

First, the ladybug lays an egg,  
Then, comes the larva with many legs.  
Next, the larva forms a shell,  
It's called a pupa and remains so still.

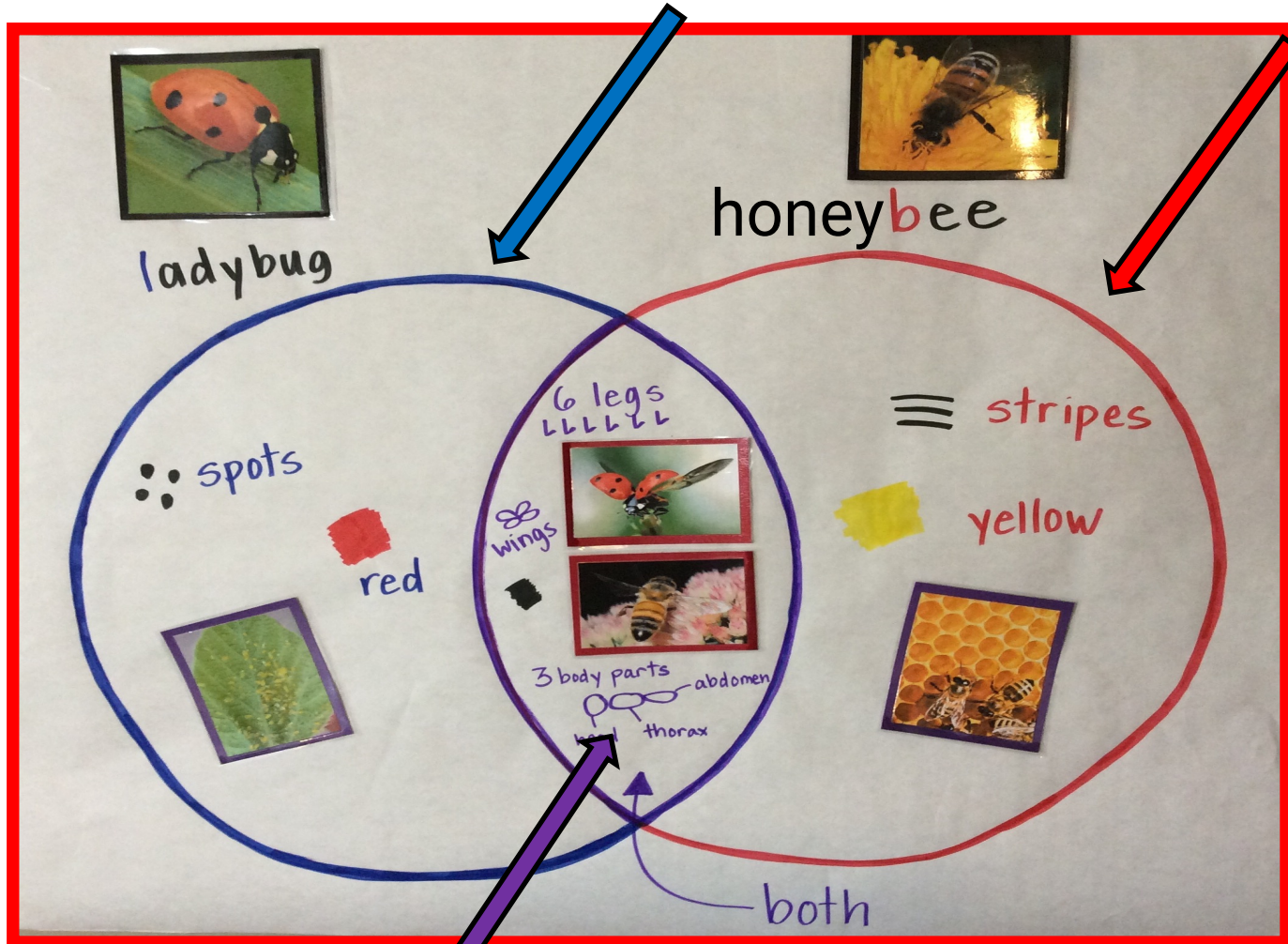
Oh, oh, oh, look and see  
Metamorphosis is happening.  
An adult emerges, in the end,  
A ladybug, we'll call our friend.



# Categorical Matrix – Compare and Contrast

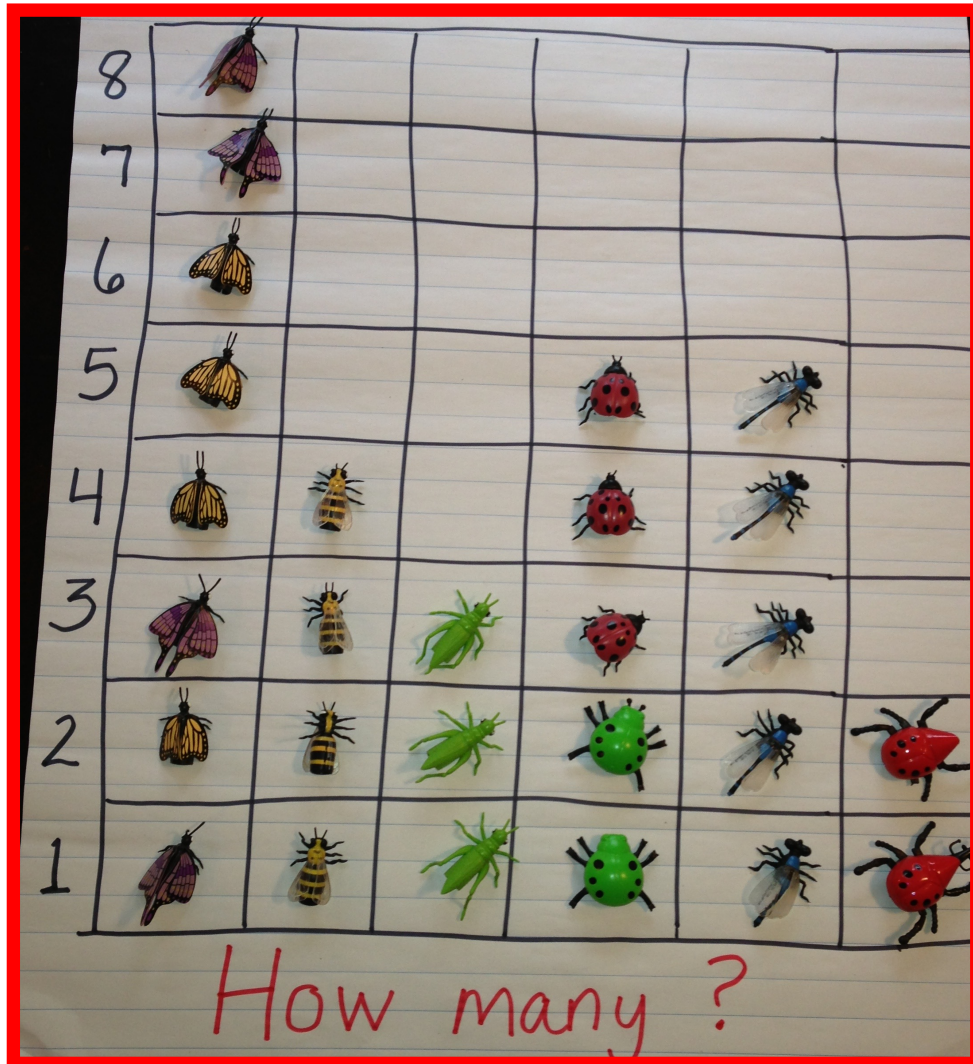
insecto	características	hábitat	dieta
<p data-bbox="840 278 1146 378">mariposa</p> 	<p data-bbox="1235 278 1630 364">6 patas </p>   	 <p data-bbox="1834 492 2127 635"> pasto</p> 	
<p data-bbox="879 849 1057 935">abeja</p> 	<p data-bbox="1274 806 1656 892">6 patas </p>   	 colmena 	

# Compare and Contrast – Venn Diagram



From simple to complex	
<b>Prompts/questions</b>	Tell me/show me one way that ___ and ___ are the same. Tell me/show me one way that ___ and ___ are different. How are ___ and ___ similar? How are ___ and ___ different? What are two similarities between ___ and ___? How would you compare ___ and ___? Compare and contrast ___ and _____.
<b>Indicaciones y preguntas</b>	Dime / muéstrame una manera de que ___ y ___ son similares. Dime / muéstrame una manera de que ___ y ___ son diferentes. ¿Cómo son ___ y ___ similar? ¿Cómo son ___ y ___ diferentes? ¿Cuáles son dos similitudes entre ___ y ___? ¿Cómo compararía ___ y ___? Compare y contraste ___ y _____.
<b>Sentence Frames</b>	___ is ___. ___ is not _____. ___ and ___ are the same. They both have/are _____. ___ is ___. By comparison, ___ is _____. Both ___ and ___ are/have _____. However, they differ in that ___ is/has ___, but ___ does not. Whereas ___ is ___, ___ is _____. While ___ and ___ are similar in that they share ___, a key distinction is _____.
<b>Ejemplos de frases</b>	___ y ___ son similares / diferentes porque _____. Una característica única de ___ es _____. Tanto ___ y ___ son _____. ___ es _____; sin embargo, ___ es _____.

# Quantification – Column Charts



From simple to complex	
<b>Prompts/questions</b>	How many ____ are there? Which are there more of? Which are there the least of? Are there more ____ than blank?
<b>Indicaciones y preguntas</b>	¿Cuántas/os ____ hay? ¿Cuál tiene más? ¿Cuál tiene la menor cantidad? ¿Hay más ____ que ____?
<b>Sentence Frames</b>	There are more ____ than ____. There are ____ number of ____, but only ____ number of ____. Altogether, there are ____.
<b>Ejemplos de frases</b>	La mayoría de los estudiantes están interesados en _____. Más estudiantes quieren aprender sobre _____ que _____. Sólo unos pocos estudiantes están interesados en _____.

# Cross-Language Connections

la mariposa

tiene

puede

insecto	características	hábitat	dieta
mariposa	6 patas		



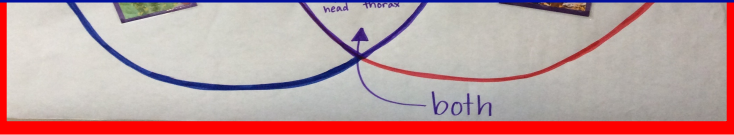
Después

Finalmente

The ladybug

has

can



Then

Finally

# STRATEGY:

Conexiones entre Hogar-escuela  
y Proyectos en familia

Home-School Connections &  
Family Projects





# Home-School Connections & Family Projects

1- 2 Family Conversations / Home-School Connection &  
1 Family Project per unit

- Translate prompts & instructions

Keep projects **simple**

- Provide materials
- Support with printing
- Be flexible with completion date



# Conexiones entre Hogar-escuela

## Home-School Connections

Conexión de hogar y casa #1  
Estudio de los insectos

Estimadas familias:

Estamos aprendiendo sobre los insectos. Salga a caminar con su familia y hable sobre los insectos que ven. ¿De qué color(es) son? ¿Tiene alas? ¿Dónde viven? Ayude a su hijo/a a dibujar algunos de los insectos.

Gracias.

Comentario de familia:

\_\_\_\_\_

Firma de adulto                      Nombre de niño/a

Home/School Connection #1  
Insects Unit

Dear Families,

We are learning about insects. Take a walk with your family and talk about the insects that you see. What color(s) are they? Do they have wings? Where do they live? Help your child draw some of the insects.

Thank you.

Family Comments:

\_\_\_\_\_

Adult Signature                      Child's Name

# Conexiones entre Hogar-escuela

# Home-School Connections

Conexión de hogar y casa #2

Estimadas familias:  
 Seguimos aprendiendo sobre los insectos en clase. Por favor visite un jardín o parque con su hijo/a y vean cuantos insectos pueden encontrar juntos. Use la tabla de columnas para mostrar cuántos insectos encontraron. Hable con su hijo/a sobre los resultados: ¿Cuántos?, en total, más de, menos de, igual

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

\_\_\_\_\_

Comentario de familia:

\_\_\_\_\_

\_\_\_\_\_

Firma de adulto                      Nombre de niño/a

Dear Families,

As we continue learning about insects, take some time to visit a local garden or park with your child and see how many insects you can find together. Use the table below to track how many insects you find. Talk with your child about the end results/data: How many? Total? More or less, same/equal

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

\_\_\_\_\_

Family Comments:

\_\_\_\_\_

Adult Signature                      Child's Name

\_\_\_\_\_



# Proyectos en familia/Family Projects

## Proyecto familiar para nuestro estudio sobre la ropa

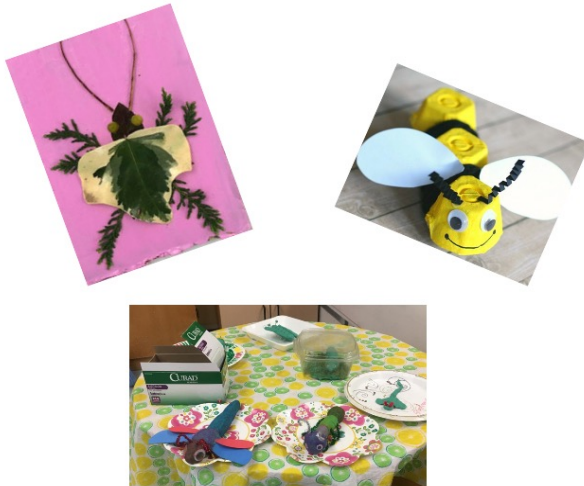
Queridas familias:

Durante nuestro estudio, hemos estado aprendiendo sobre las características de los insectos. Para celebrar nuestro aprendizaje, les pedimos a usted que trabaje con su hijo/a para diseñar un insecto hecho de plastilina, materiales reciclados, u objetos naturales. Asegúrese de hablar sobre las partes del cuerpo de un insecto (cada insecto debe tener una cabeza, un tórax, un abdomen, dos antenas y seis patas). Siéntase libre de ser creativo y agregar otros materiales como limpiapiipas, ojos saltones, palillos de dientes, pintura, etc. ¡Lo más importante es divertirse y hablar con su hijo!

Pedimos que complete el insecto antes de \_\_\_\_\_

Si tiene alguna pregunta, no dude en ponerse en contacto conmigo.

Gracias,



## Insects Unit Family Project

Dear Families,

During our Insects Unit, we have been learning about the characteristics of insects. To celebrate our learning, we are asking you to work together with your child to design an insect out of modeling clay, recycled household materials, or nature items. Be sure to discuss the body parts of an insect (each insect should have a head, thorax, abdomen, two antennae, and six legs). Feel free to be creative and add other materials such as pipe cleaners, googly eyes, toothpicks, paint, etc. Most importantly, have fun and talk to your child!

We ask that the insect be completed by \_\_\_\_\_

If you have any questions, please feel free to contact me.

Thank you





# Group Discussion

¿Con cuál de estas estrategias experimentará en las próximas tres semanas?

- Planificación intencional de Lenguaje relacionado con una Unidad
- Dibujar, decir y rotular
- Cantos y canciones
- Organizadores gráficos
- Conexiones de Casa-Hogar y Proyectos en Familia

Which strategy will you experiment with in the next three weeks?

- Intentional Planning of Language related to a Unit
- Draw, Tell, & Label
- Chants & Songs
- Graphic Organizers
- Home-School Connections & Family Projects

Resource Page



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# ¡Gracias! Thank You!

