

NYS Spanish BETAC @ NYU

Monthly Bulletin

Editor-in-Chief: Irene C. Pompetti-Szul, Ph.D.

Editor: Gail M. Slater, Ph.D.

NEW YORK STATE SPANISH BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER

@ The NYU Metropolitan Center for Urban Education
726 Broadway, 5th Floor, New York, New York 10003
Executive Director: Professor Pedro Noguera

SBETAC Director: Nellie B. Mulkay
Resource Specialists: Marguerite Lukes
Gail M. Slater, Ph.D.
Irene C. Pompetti-Szul, Ph.D.
Project Associate: Poonam Basu

For information about the NYS Spanish BETAC, please contact: poonam.basu@nyu.edu

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The NYS Spanish BETAC at the NYU Metro Center works with teachers of Spanish-speaking LEP/ELL students. This monthly bulletin provides a sample of instructional resources, research news and updates concerning Spanish bilingual education, Spanish language programs and ESL programs. Please share your professional development needs by visiting our website and taking our survey. This month's theme is "Children and Mathematics."

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An Approach to Mathematical Word Problems

Solving word problems in mathematics is very difficult for English language learners. Apart from the linguistic demands, there is a need to break down the problem in order to see what information is being sought. One way to help students do this is to use a

K-W-N-S Chart. The strength of a K-W-N-S Chart is that it prompts students to ask four questions that will help them organize their efforts to solve the problem. A sample chart can be seen below.

K	W	N	S
What facts do I KNOW from the information in the problem?	WHAT does the problem ask me to find?	What information do I NOT need?	What STRATEGY or math operation will I use to solve the problem?

PROBLEM: The ends of two ropes are tied to two trees, 500 feet apart. Every 10 feet an 8-foot post is set 2 feet into the ground to support the rope. How many support posts are needed?

(Source = McREL – MidContinent Research for Education and Learning)

Measuring Math – NOT READING – on a Math Assessment

In an experimental study presented at the American Educational Research Association Conference in 2000, Kiplinger, Haug, and Abedi found that fourth grade English language learners’ performance on a math assessment was directly related to their English reading proficiency. The researchers hypothesized that accommodations focusing on the simplification or clarification of the wording of math problems would lead to better performance. They then administered math assessments in three different forms:

- In the original English
- Accompanied by glossaries of non-mathematical vocabulary, and
- In simplified or clarified English.

Students who were allowed the accommodations of using glossaries of non-mathematical vocabulary and students who were allowed to take the math assessments with simplified or clarified language performed better than students given the regular English math assessments. When the linguistic demands were lowered, students were able to demonstrate their understanding of mathematics more easily. In order to get a better picture of English language learners’ knowledge of mathematics, accommodations such as the use of glossaries of non-mathematical vocabulary and simplification or clarification of the language are required. Further information on this study can be found in ERIC Document ED 441813.

Vocabulary Learning Strategy

Mid-continent Research for Education and Learning (McREL) has published a series of guides to teach reading in the various content areas. The second edition of their book, *Teaching Reading in Mathematics* (McREL, 2002) features the following vocabulary development strategy:

Vocabulary Word: _____

1. Write the sentence in which it appears in the text: _____
2. Based upon how it is used in the text, predict what the word means: _____
3. Consult an expert for the actual definition (e.g. friend, teacher, book)

Expert: _____

Expert's definition: _____

4. Use the word in a sentence of your own: _____
5. Choose one of the following ways to help you remember the word's meaning: draw a picture; connect the word with something similar from a story, news report or song.
6. Explain why you chose this way to represent what the word means to you: _____



Spring Songs and Poems

Cultivo Una Rosa Blanca

por José Martí

Cultivo una rosa blanca
 En julio como en enero
 Para el amigo sincero
 Que me da su mano franca

Y para el cruel que me arranca
 El corazón con que vivo
 Cardo ni ortiga cultivo
 Cultivo una rosa blanca

I cultivate a white rose
 In June as in January
 For the sincere friend
 Who extends his hand to me

And for the cruel one
 Who tears my heart
 I cultivate neither thistle nor nettle
 I cultivate a white rose



Spring Rain

By Marchette Chute

The storm came up so very quick.
 It couldn't have been quicker.
 I should have brought my hat along.
 I should have brought my slicker.
 My hair is wet. My feet are wet.
 I couldn't be much wetter.
 I fell into a river once
 But this is even better

Social Studies Materials in Spanish, English, Chinese and Arabic

The Carnegie Endowment for International Peace now has available an array of teaching materials related to the history, geography, economics, and civics of globalization. These materials are free and come with related lesson plans to teach secondary students about cross-disciplinary subjects such as international trade, world - wide health and environmental issues and global technological changes. The site includes 12 in-depth Issue Briefs; more than 70 News Analyses; a For Teachers resource section (with lesson plans and alignments to New York State standards; Ask the Expert video interviews; and a Useful Links section.

On the site there are:

- Spanish translations of our [Culture Issue Brief](#) and our [Environment Issue Brief](#);
- Chinese translations of our [World Bank and IMF Issue Brief](#) and our [Environment Issue Brief](#) and,
- Arabic translation of the [Environment Issue Brief](#).

Teachers interested in the materials or teachers interested in compensation to create lesson plans to accompany the lessons should email rweiner@ceip.org.



The Dual Language Professional Development Institute 2007 for Teachers and Administrators

The second event in the Dual Language Professional Development Institute, The Dual Language Symposium, will be held on Thursday, April 12, 2007 from 8: 30am – 3pm at the Kimmel Center at NYU (60 Washington Square South). Register at www.pd.nycoit.org.

Save the date for the third Dual Language event which will be held at the Metro Center for Urban Education at 726 Broadway, 5th floor, Room 503. This workshop, entitled “**Beyond Language: Multicultural Competency**,” will take place on Friday, May 25, from 9am – 12 pm.

XVI Simposio de Literatura Infantil y Juvenil en Español de la Ciudad de Nueva York, May 4, 2007

Learn about the presenters for this event by clicking on the addresses below. The event will take place at the Cervantes Institute of New York on May 4, 2007.

Ricardo Chávez Castañeda (México)
www.literaturainba.com/escritores/ricardo_chavez.htm

Isol (Argentina) www.isol-isol.com.ar

Santiago García Clairac (España)
www.loslibrosdesantiago.com/

Carme Solé i Vendrell (Catalunya/España)
http://es.wikipedia.org/wiki/Carme_Sol%C3%A9_Vendrell

In Great Britain, Foreign Language Study Will Start in Early Grades!!

Beginning in 2010, all British students ages 7 through 14 will study a foreign language. Students older than fourteen no longer are required to study a foreign language. However, it is likely that many students who begin studying a foreign language early may want to continue into the higher levels in secondary school.

Assessment of ELLS: Growth Models

The 50,000 members of the **National Council of Teachers of English (NCTE)** are dedicated to closing the achievement gap through accountability, flexibility, and high quality instruction. Their approach to assessment for English language learners is to advocate for the adoption of growth models for assessment purposes. Growth models track increased achievement and provide longitudinal data based on the performance of individual students and subgroups. Instead of the existing Adequate Yearly Progress measure that compares different groups of students to chart achievement, growth models (currently in use in several states) track growth of the same students over time. This is a more accurate indicator of academic success. Growth models capture the progress of English language learners because they compare each student's progress to where that student was before. In this way student progress can more accurately be seen over time. In the words of the NCTE, **"...growth models provide a more valid means of measuring success for English Language Learners (ELLs) and at-risk students, who need extended time to achieve and maintain proficiency in English literacy."** Growth models of assessment may provide a means of capturing the incremental gains that mark students' emerging English language proficiency.

Early Childhood Education: Task Force Recommendations for Hispanic Children

According to a report released on March 8, 2007 by the National Task Force on Early Childhood Education, Hispanic children should be enrolled in high quality education programs as early as possible to enable them to close the Hispanic-White achievement gap.

The report specifies that an important component of high quality early childhood instruction for Hispanic ELLs includes instruction in both English and Spanish. In addition, there is much evidence that providing instruction in both languages in K-3 education results in higher achievement for Hispanic ELLs.

While the report advocates a great deal of further research into early education strategies, it recommends increasing the number of pre-K and K-3 teachers who are proficient in Spanish and English, and the number of pre-K and K-3 teaching specialists in second language acquisition.

Free Online Language Support

By logging on to www.wordchamp.com ESL and foreign language teachers can make use of free online exercises, flashcards, quizzes, and audio clips to help students practice vocabulary and pronunciation. WordChamp offers language support in over 100 languages. Using WordChamp, teachers can set up classes, assign students drills and homework, and receive feedback and reports on individual and class progress. WordChamp also offers a Web Reader tool which helps students read English or a foreign language without the aid of a dictionary. For further information, contact Laura Manfre at GlobalLinguist, Inc. (860) 381-4311, or: laura@wordchamp.com.

Free Summer Seminars at the New York Public Library

The Cullman Center for Scholars and writers is offering the following free seminars for high school educators: Border Crossings: Contemporary Latin-American and Latino Literature Monday, July 9 - Friday, July 13. Carmen Boulosa (Cullman Fellow 2001-2002), is an award-winning writer and the author of a dozen novels, including, *They're Cows, We're Pigs*; *Leaving Tabasco*; and *Cleopatra Dismounts*. Her plays have been staged to popular success in her native Mexico, and she has also published numerous volumes of poetry and book-length collaborations with artists. Boulosa currently serves as CUNY's Distinguished Lecturer at City College in the Foreign Languages Department. More information and applications for the High School seminars are available at [CSW07SumSems.doc](#).

College Fair at Hunter College on April 14

On Saturday, April 14, Hunter College/CUNY will host a Fair to help Latino high school students and their parents learn about the college application process. Workshops will be offered in the morning beginning at 10AM, and exhibitions by more than 100 colleges will take place from 1-4 PM in the college gym. The morning sessions will take place at 68th Street and Lexington Avenue.



Spanish BETAC News

Dr. Gail M. Slater, Resource Specialist with the New York State Spanish BETAC delivered a presentation entitled "*Teaching English Language Learners: Strategies for Success*" at the thirty-third annual National High School Model United Nations (NHS MUN) Conference held in New York City in March 2007.

Each year NHS MUN simulates international diplomacy with the mandate of educating high school delegates from across the globe about real-world solutions to some of the most eminent crises that threaten the political stability of our increasingly-globalized society, in an academic conference of over 2,000 students and educators.

For more information, visit:

<http://www.imuna.org/nhsmun.asp>

NYS Spanish BETAC Workshop Series II

Note: New Workshop Dates and Times

Register NOW!

Workshop E May 31 4PM – 6:30 PM
Using Spanish Classroom Libraries

Workshop G June 6 4PM – 6:30 PM
Content Area Strategies and Materials in Spanish

Register via email: poonam.basu@nyu.edu