



NYU Steinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



April 2008

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RESEARCH AND PRACTICE

Dr. Irene C. Pompetti-Szul

English and Spanish Websites for Teaching and Learning Science

Many students are more comfortable exploring websites than they are reading books. To capitalize on their interest in technology for the purpose of learning science, it helps to have a repertoire of websites on scientific topics to which to direct students for various instructional purposes.

For example, the National Aeronautics and Space Administration (NASA) has a website in Spanish <http://ciencia.nasa.gov/> and one in English <http://science.nasa.gov> that contain reports of interest to students. Some of the reports also have audio so that students can both read and listen to the information. While visiting the site, teachers will find directions for subscribing so that they can receive regular email updates concerning new content.

A site featuring habitats (biomes) that is extremely colorful and reader-friendly is www.mbgnet.net. The site presents initial information in short, easy-to-read passages, while more detailed information written in somewhat more difficult language can be accessed for more advanced and more knowledgeable students. The following biomes are represented: tropical oceans, temperate oceans, deserts, shorelines, wetlands, rain forests, rivers and streams, ponds and lakes, tundra, and taigas.

A source of websites on genetics that leads to sites in both Spanish and English is: <http://genome.gsc.riken.go.jp/hgmis/education/spanish.html>. If you find a site in one language, but need the other, look on the page for an invitation to switch to the other language.

For biology information in both languages, you can go to Biology Cabinet at <http://biocab.org>, while www.nsta.org/highschool is a source of chemistry websites. The periodic table can be found on the web at <http://www.touchspin.com/chem/DisplayTable.html>

For a general science teaching site that houses information in Spanish on climate, biology, chemistry, physics, health, animals, organisms, the human body and nature, visit <http://www.salonhogar.com/ciencias/index.htm>

Finally, the Encyclopedia Britannica has a new Spanish Reference Center where students can access information in Spanish at two levels of difficulty. **Enciclopedia Juvenil** is for younger students who are just learning to read and write in Spanish. However, for more advanced academic uses, **Planeta Saber** is the reference of choice. To access either site, visit <http://spanish.eb.com>. It is possible to search the site either by subject matter or by theme.

Graphic Organizers as Scaffolds for Learning Science

English language learners cannot wait until they have mastered English before beginning to study content area subjects. Graphic organizers are tools that can scaffold content area learning in several ways. They can help to activate students' prior knowledge as well as build their background knowledge. They can also be used to assess student knowledge in order to better plan instructional activities. Finally, graphic organizers can assist learners in mastering content area vocabulary and concepts.

A graphic organizer that activates prior knowledge and can help to build background knowledge when used in conjunction with a short reading selection is called an "anticipation/reaction guide." The teacher selects several sentences about the topic that is being introduced. Students decide whether each sentence is true or false. They then discuss their answers or read a short content selection. Following their learning, students revisit the anticipation guide and re-answer the true/false questions in order to compare their original answers with their current ones. An anticipation/reaction guide for the topic *mitosis* might be:

Before learning

- | | | |
|---|---|---|
| T | F | 1. Mitosis is the process of cell division. |
| T | F | 2. In mitosis, a parent cell divides into three daughter cells. |
| T | F | 3. Only some living things undergo cell division. |
| T | F | 4. Chromosomes contain instructions for making new cells. |

After learning

- | | |
|---|---|
| T | F |
| T | F |
| T | F |
| T | F |

Another useful graphic organizer focuses on developing vocabulary and concepts in science. It can be called a "student vocabulary strategy sheet." Students begin by writing a new vocabulary word: mitosis. Then they fill in the 6 items below.

1. Write the sentence in which it appears in the text: _____
2. Based on how it is used in the text, predict what the word means. _____
3. Consult an "expert" for the definition (a friend, teacher, text). Expert _____
Expert's Definition: _____
4. Use the word in a sentence of your own. _____
5. Choose a method of remembering the word's meaning: draw a picture of the meaning; select and perform a mime action to illustrate the word's meaning; connect the word with something similar that you know from a story, news report or song and write down the connection or association you have made.
6. Explain why you chose this method to represent what the word means to you.

There are many other useful graphic organizers. Two popular ones are "concept definition maps" and "concept webs." Concept definition maps begin with a box in the center containing the new vocabulary word or concept. For example, a concept definition map for the concept of "mitosis" would have a box above the word in which students write a definition of the concept. In the three boxes to the right students write several characteristics of mitosis (cells divide, the identical information is reproduced, two new cells are formed). At the bottom of the concept definition map are three boxes in which students write examples of the concept. Examples of mitosis are the splitting of cheek cells, skin cells, and heart cells. A concept web would display these relationships in a web format rather than through connecting boxes. Either way, through the use of these graphic organizers students learn important scientific concepts and relationships.

HOME-SCHOOL CONNECTIONS

Building the Base with Immigrant Parents

For this article, Marguerite Lukes from the NYS Spanish BETAC spoke with Deycy Avitia, Education Reform Advocacy Coordinator, and Natalie Chap, Education Reform Advocacy Associate from the New York Immigration Coalition (NYIC), <http://www.thenyic.org>.

NYIC is an umbrella policy and advocacy organization for more than two hundred non-profit organizations across New York State that work with and on behalf of immigrants and refugees. The NYIC's core mission includes a broad array of policy and advocacy issues, including Education, English Language Literacy, Health Access, Housing, Immigration Law, Civil Rights & Liberties, Language Access, Public Benefits, Disaster Relief, and City and State Budget.

Within the NYIC's education agenda are several initiatives, such as trainings on immigrant issues for staff of community organizations, an English language literacy initiative that aims to increase public funding for adult English as a Second Language classes, and a higher education initiative, but the majority of the NYIC's work focuses on policy and advocacy. The NYIC convenes a K-12 education taskforce, open to any organization or individual, that meets every second Wednesday of the month from 3 – 5 p.m. at the offices of the NYIC. Anyone can join the taskforce, the focus of which is current key issues in the education of immigrant students. The NYIC is exploring ways to include more members in this task force, including academics, community groups, and practitioners, such as teachers. All are welcome to come to the meetings or join the listserv to receive frequent updates on the policy and advocacy work. Current issues that are the focus of the work of the taskforce include advocating for more resources and increased funding for ELL programs, making sure that students and parents have access to translation services and that schools are actually in compliance regarding translation, and access to new small schools for ELLs. Other issues include services and programs for students with interrupted formal education (SIFE), and testing. New issues are added to the taskforce agenda as they arise. Task force members also testify to the City Council on education-related topics that affect ELLs and their families.

The NYIC also has launched the IMPACT Collaborative, a group of seven community-based organizations that receive a small grant to give them more capacity to do the in-depth work of the Task Force. Another initiative is the borough-wide parent IMPACT conferences which are part of the Immigrant Parent Engagement Initiative. These day-long free conferences in each borough are designed to get parents involved in learning about the schools and advocating for their children, asking questions, becoming informed, and being connected to community groups and other parents. Because of rampant isolation and misinformation regarding education issues among immigrant parents, the goal of the IMPACT conferences is to help them understand their rights, learn about program options for ELLs, how to ask questions, who can help them, and to connect parents with groups that are working on other initiatives related to immigrants. The Manhattan IMPACT conference will be held on Saturday April 19th at NYU at the King Juan Carlos Center in collaboration with the NYS Spanish BETAC.

According to Deycy Avitia, the NYIC has had a lot of success with its work with parents. "The most quantifiable successes come from our advocacy work, such as our major successes around budget advocacy. Our IMPACT conferences have been very successful, with good attendance, and we hope to have participants involved more in on-going work. There has been very good feedback from parents and a sense that they have been able to connect with others in their same positive." For the future, the NYIC hopes to involve more community-based organizations in their work to train practitioners on immigrant rights and build capacity. They look forward to building reciprocal relationships with other organizations and schools, and want to encourage the teachers and parent coordinators to become part of the NYIC network. To reach the education advocacy staff of the NYIC, contact davitia@thenyic.org or nchap@thenyic.org

NYS TESOL 2008 Student Essay Contest

**NYS TESOL is sponsoring an essay contest. The deadline is May 31.
Please encourage your students to enter.**

Essay Topic: What aspects of American culture do you find to be different from your culture?

Submission Guidelines: Please respond in a typed essay of 250 or fewer words. Due date: **May 31, 2008.**

Submit all responses to **A. Sheridan, PMB 455, 333 Mamaroneck Ave, White Plains, New York, 10605.**

Include on each submission the student's name, grade, address and phone number; school name, address and phone number; and teacher's name and email. Only typed essays will be accepted.

Participants: The essay contest is open to any current or former English language learner in the following categories: Students in grades 4-8, 9-12, or university. (This includes students enrolled in intensive English programs, adult education, community colleges, and graduate programs.)

Winners will have their essays published in the fall NYS TESOL conference booklet and *Idiom*, the NYS TESOL newsletter, and will also receive a gift certificate to a book store. Prizes will be awarded in each of the above-mentioned categories.

For more information about the essay contest and annual conference, visit the NYS TESOL homepage at: www.nystesol.org.

NYU PARTNERS

EAC, the Equity Assistance Center, housed at the Metropolitan Center for Urban Education at New York University is sponsored by the U.S. Department of Education. EAC is one of 10 regional equity assistance centers funded under Title IV of the Civil Rights Act of 1964. Not only does the Federal Region II EAC serve New York and New Jersey, but it also has responsibility for Puerto Rico and the U.S. Virgin Islands. The Equity Assistance Center's mission is to provide technical assistance and training on race, national origin, and gender equity issues. School districts or schools must request the services of EAC.

In discussing the focus of EAC, Dr. Edward Fergus, Director, mentioned that although the assumption is that most of the districts in need of assistance on issues of equitable access to curriculum and instruction would be urban, the reality is that both suburban and rural districts are now experiencing a variety of issues associated with gender, race and national origin. Much of the EAC training is on school policies and practices that will ensure that access to college is available to all students.

EAC plans and implements conferences for teachers and administrators on culturally and linguistically-responsive teaching, differentiated instruction, and best practices in teaching diverse students. Similar to the New York State BETACs, the Equity Assistance Center attempts to fulfill its mission through workshops, dialogue, surveys, technical assistance, data analysis, and focus groups.

Teaching Opportunity in Spain in 2008-2009

Description of the program: The Government of Spain is announcing the teaching opportunities program for college students and teachers in the United States and Canada. Grantees will share their language and culture in elementary, secondary, and foreign language schools throughout Spain under the supervision and guidance of classroom teachers. As teaching assistants, grantees will have a 12 hour weekly schedule, although assistants and classroom teachers may agree upon further activities and responsibilities. Teaching Assistants will also have the opportunity to learn about the Spanish language and culture. They can then use their experience upon their return to the United States or Canada, thus helping to develop cultural understanding between the citizens of Spain and those of the United States and Canada.

- ◆ Monthly allowance of € 700 after taxes (US \$1,025/Canada \$1,037 as of January 9, 2008)
- ◆ Teacher orientation course at the beginning of the school year
- ◆ Medical insurance
- ◆ Official Certificate, issued by the Regional Education Authorities

Requirements: Candidates should hold a U.S. or Canadian passport, have an intermediate/advanced level of Spanish, be a Junior or Senior College student, or have completed a BA, BS, MA or MS.

APPLY TODAY at norteamericanos@mec.es.

DEADLINE is **MAY 15, 2008**

CULTURAL NOTES

Culture Shocks Blog

Source: NCLRC

“Blog” is the short form of “web-log.” A blog is a free web-based journal. One or more authors can contribute to a blog. A blog can have text and audio links and can also contain images, video, and audio. The following blog is a resource offered by the National Capital Language Resource Center, a federally-funded language center for teachers of foreign languages. Its purpose is to showcase amusing and informative incidents of cultural misunderstandings. Users can contribute their own stories. http://nclrc.org/cultureclub/computer_lab.html

Children’s Literature Available Online

<http://www.childrenslibrary.org/>

The mission of the *International Children’s Digital Library Foundation* is to excite and inspire the world's children to become members of the global community – children who understand the value of tolerance and respect for diverse cultures, languages and ideas -- by making the best in children's literature available online. If you visit the website above and click on the book below “Me Gusta Leer,” you can open each page to read it!



Motivate Your Students to Create Dialogues with “Seussville Storymaker”

Help your students create stories using the interactive Dr. Seuss website “Seussville Storymaker.” Students are led through steps that create background, choose characters and music, and write text for up to three story scenes. Students can select from the Dr. Seuss characters in *Horton Hears a Who*. Because dialogue-writing is a useful learning activity for English language learners, you may be interested in visiting the “Seussville Storymaker” site. http://www.seussville.com/games/storymaker/story_maker.html.

Spotted in “References and Resources” edited by Vanessa Caceres and recommended by Vander Viana in *Essential Teacher*, March 2008 (Vol. 5, #1, p. 36-37)

Free Literacy Lessons

<http://www.literacycenter.net/>

LiteracyCenter.Net offers millions of free literacy lessons to children in English, Spanish, French and German. Its mission is to provide safe learning activities for parents and teachers to share with young children. A few sample lessons in Spanish appear below.



[Letras Mayúsculas](#)



[Letras Minúsculas](#)



[Mayúsculas/Minúsculas](#)



[Figuras Geométricas](#)



[Escritura](#)



[Palabras](#)



[Números](#)



[Colores](#)

NYS SPANISH BETAC ACTIVITIES FOR APRIL, MAY and JUNE 2008

In March and April, the New York State Spanish BETAC presented workshops on the NYSESLAT, Teaching Science to Spanish-speaking English Language Learners, Websites for English Language Teaching, Using Technology in the Language Classroom, and Teaching the Academic Language of Social Studies to English Language Learners.

A very successful **Dominican Voces** conference was held on Friday, April 11th at Columbia University. Information on the conference as well as on other highlights of the April through June NYS Spanish BETAC calendar can be seen in the last pages of this bulletin. Look there for specific information on the ***Dominican, Andean, Children's and Young Adults Spanish Literature, and Mexican Literature Conferences***. Information on the ***New York State Spanish Spelling Bee*** follows directly below.

NEW YORK STATE NEWS

The 2008 New York State Spanish Spelling Bee Final Competition Scholastic Auditorium in New York City MAY 30, 2008

The excitement is building as over 70 elementary and intermediate schools throughout New York State hold their school and district wide Spanish spelling bees in order to determine who will participate in the statewide final competition on May 30, 2008 in New York City.

Each **participating** district can send only two students to the final competition: one student will represent grades 4/5 and another will represent grades 6/7. The revised *New York State Spanish Spelling Bee Official Guidelines and Rules* and the *Clarification Guide of the Names of Special Letters and Sounds* are available on the NYS Spanish BETAC website at:

<http://steinhardt.nyu.edu/metrocenter/SPANISHBETAC/Resources/Publications.html>.

Please note these important dates for your school and district:

- **April 14, 2008:** Last day to submit district-wide Spanish Spelling Bee to NYS Spanish BETAC.
- **April 30, 2008:** Last day to conduct district-wide Spanish Spelling Bee.
- **May 2, 2008:** Last day to submit the names of the two district winners (one student representing Grades 4/5; one student representing grades 6/7) to NYS Spanish BETAC
- **May 5, 2008:** Students and their parents/guardians need to submit the following signed forms to the District Coordinator, who will then submit the forms to the NYS Spanish BETAC:
 - Student Participation Form
 - Appearance Consent and Release Form

For more information about the New York State Spanish Spelling Bee Finals, contact: gail.slater@nyu.edu.

NYSESLAT 2008

The "training of the trainers" regarding the scoring of the New York State English as a Second Language Achievement Test (NYSESLAT) will be coordinated by the NYC DOE Office of Accountability at the NYU King Juan Carlos Center on April 16th. Teams will be trained and then offer presentations at various locations to school and district scorers in mid-May 2008.

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Metro Center

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New York, New York
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PROFESSIONAL DEVELOPMENT ANNOUNCEMENTS

WORKSHOPS

NYC DOE SCIENCE WORKSHOPS

Three series of workshops

See Flyer on Science for Teachers of ELLs attached to this issue of the Bulletin.

2008 Children's and Young Adult Spanish Literature Symposium May 9, 2008



REGISTRATION IS STILL OPEN

XVII Children's and Young Adult Spanish Literature Symposium
at the Cervantes Institute.

Authors

Jordi Sierra i Fabra and Emma Romeu Ríaño

Time: 8:30 a.m. – 3 p.m. Free admission; registration required

NYCDOE Educators register: ProTraxx <http://pd.nycoit.org>

Others may register through: 17simposiocervantes@gmail.com

This conference proceeding is in Spanish.

See Flyer attached to this issue of the Bulletin

STATE AND NATIONAL CONFERENCES

NYS TESOL SIG: Adult Education Spring Conference "Addressing the
Needs of New York's Diverse Adult ESL Population", Westchester, NY
April 26, 2008: <http://www.nystesol.org/sig/AdultEducation.php>

NYS TESOL: Adams Mark Hotel, Buffalo, NY
November 6-8, 2008: www.nystesol.org

ACTFL 2008: Orlando, FL
November 21-23 www.actfl.org

For details on
Voces de Los Andes (May 16)
and
Voces de México (June 5 and 6)
see announcements on the following page

NEW YORK STATE SPANISH BETAC AT NYU Steinhardt METRO CENTER SPRING 2008 SPANISH LANGUAGE AND LITERATURE INSTITUTE

Each event includes:

- Presentations by guest speakers and authors, and copies of featured books
- Creative writing strategies for the classroom
- Certificate of participation for 5.5 of professional development hours
- Breakfast and lunch

There is a maximum of 80 participants per conference with pre-registration.

Voces de los Andes

vocesdelosandes@gmail.com

Friday, May 16, 2008

8:00 am – 3:30 pm

New York University

King Juan Carlos Center Auditorium

Free admission; registration required.

Special Remarks and Introductions

Pedro A. Noguera, PhD

Executive Director, NYU Steinhardt Metro Center

Thomas Abercrombie, PhD

Director, NYU CLACS

Keynote Speakers

Embajador José Augusto Tenorio

República del Perú

Karl Swinehart,

University of Pennsylvania

Featured Distinguished Writers and Presenters

Lalo Izquierdo

Eduardo Félix Medrano

Alister Ramírez

Rina Soldevilla

Walter Ventosilla

Daniel Zamalloa

Miryam Yataco

Special presentation: *Achieve3000, Inc.* (Spanish)

Voces de México

vocesdemexico@gmail.com

Day #1 - Code: June 5

Thursday, June 5, 2008

New York University

King Juan Carlos Center Auditorium

Free admission, with pre-registration

Keynote Speaker

Carola Suárez Orozco

Distinguished guest speakers

Ricardo Chávez Castañeda

Rigoberto González

María Hinojosa

Robert Smith

SPACE IS LIMITED REGISTER TODAY!

Voces de México

vocesdemexico@gmail.com

Day #2 - Code: June 6

Friday, June 6, 2008

New York University

King Juan Carlos Center Auditorium

Creative Writing Workshop

Ricardo Chávez Castañeda

Author of *Mañanario* and many other children's and young adults books

Free admission, with pre-registration

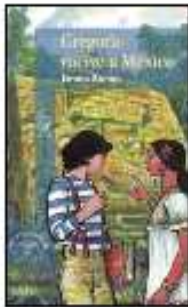
SPRING 2008 SPANISH LANGUAGE AND LITERATURE INSTITUTE SPONSORS

- New York State Education Department Office of Bilingual Education and Foreign Language Studies
- New York City Department of Education
- New York State Spanish BETAC at Metro Center of New York University
- Association of Latin American Students at Columbia University
- Institute of Latin American Studies Columbia University
- Center for Latin American and Caribbean Studies at New York University
- Grupo Everest
- Santillana USA

**XVII Simposio
Literatura Infantil y Juvenil
Instituto Cervantes
Nueva York
Viernes, 9 de mayo, 2008
8:30 am – 3:00 pm**

En español • In Spanish
Presenta a los autores:

Emma Romeu Riaño



**XVII Symposium
Children's and Young Adult
Literature
Instituto Cervantes New York
Friday, May 9, 2008
8:30 am – 3:00 pm**

En español • In Spanish
Presenting the following authors:

Jordi Sierra i Fabra



New York City Department of Education reservaciones a través de "ProTraxx": <http://pd.nycoit.org>
Reservaciones para otros participantes: 17SimposioCervantes@gmail.com

New York City Department of Education: please register through ProTraxx: <http://pd.nycoit.org>
All others please register through: 17SimposioCervantes@gmail.com

- Entrada gratis con inscripción previa • Free with pre-registration •
- Inscripción hasta el 15 de abril • Registration by April 15, 2008 •
- Incluye nombre, ocupación, centro docente, e-mail de preferencia, # de teléfono •
- Include your name, work title, workplace, preferred E-mail, telephone number •

- Certificado de participación, copias de libros, desayuno y almuerzo •
- Includes certificate of attendance, sample copies of the authors' books, breakfast and lunch •

Patrocinadores / Sponsors



CONSEJO REGULADOR
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DE ESPAÑA



NYS Education Department



NYC Department of Education





The Office of English Language Learners (ELLs) invites middle and high school administrators, school support organization staff, ESL teachers and science teachers of ELLs

Connecting ELLs to Science through the Study of Evolution and Genetics

APRIL 14 (8:30 A.M. - 3:30 P.M.)

MAY 23 (8:30 A.M. - 3:30 P.M.)

AMERICAN MUSEUM OF NATURAL HISTORY
79th St. at Central Park West, New York, NY 10024

Making Science Accessible for ELLs

MAY 14 (8:30 A.M. - 3:00 P.M.)

STATEN ISLAND ZOO
614 Broadway Staten Island, NY 10310

Symposium: Raising the Bar on Science Instruction for ELLs

MAY 9 (8:30 A.M. - 3:30 P.M.)

NEW YORK BOTANICAL GARDENS
Bronx River Parkway at Fordham Road, Bronx, NY 10458

Registrations are on ProTraxx (<http://pd.nycoit.org>) for \$100 per participant. Conference costs are payable through FAMIS using #TLELL0049.

For additional information, contact Odalys Ignéri in the Office of ELLs at oiigni@schools.nyc.gov or 212.374.0787

This announcement from the NYC DOE in the NYS Spanish BETAC April Bulletin is a community service announcement.