

NEW YORK STATE SPANISH BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER

New York University, The Steinhardt School of Education

Professor Pedro Noguera, Executive Director

Metropolitan Center for Urban Education

726 Broadway, 5th Floor, New York, New York 10003



Director: Nellie B. Mulkey

Resource Specialists: Marguerite Lukes

Gail M. Slater, Ph.D.

Irene C. Pompetti-Szul, Ph.D.

Project Associate:

Poonam Basu

For additional Information: poonam.basu@nyu.edu

NYS Spanish BETAC MONTHLY BULLETIN

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

Editor, Gail M. Slater, Ph.D.

October 2006

The NYS Spanish BETAC serves the needs of Spanish-speaking LEP/ELL students by providing professional support to teachers, school administrators, and parents in New York State. Our monthly bulletin provides Spanish and ESL instructional resources, as well as research and news updates concerning Spanish bilingual education, Spanish language programs and ESL programs. Our contact information is listed above.

Table of Contents	
Hispanic Heritage Month	2
Rincón Poético	3
Caribbean Connections/Spanish Resources	4
Best Practices/Content Area Reading	5
Research and Reflective Practice	6
Plazas Comunitarias	7
Foreign Language News	7
Meet Our Partners	8
ESL Resources	8
NYC DOE and NYSESLAT News	8

Hispanic Heritage Month

Here's a bicultural riddle: What month is one month, but spans two months? **Hispanic Heritage Month!**

Hispanic Heritage Month begins on September 15th, the anniversary of independence for five Latin American countries - Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. It continues through September 16th when Mexico declared its independence, September 18th, the independence day of Chile, and ends on October 15th.

Although language unites Latinos, varieties of Spanish are very diverse. This is because Spanish is the language of 19 different countries and Puerto Rico, and there is no standard dialect.

The Spanish were the first to found a permanent settlement in what is now the United States (St. Augustine, Florida in 1565). From Alaska's Madre de Dios Island to Mexico, Maine, the United States is dotted with Spanish place names.

Many words used in other languages originate in Spanish. *Renegade*, *mosquito*, and *mustang* are all English words with Spanish origins. In fact, some scholars say Spanish has contributed 10,000 words to English.

Ever wonder how to teach some of those words while making your vocabulary lesson fun and interesting? How about creating a **bilingual crossword puzzle** with Spanish and English for twice as much fun?! Why not try this idea from [Crayola.com](http://www.crayola.com)?

Choose words: Make a list of words in Spanish (or English) including those that

share some letters and use both common and uncommon letters (for example – cabeza; manzana or question; quickly). Pick words that vary in length and difficulty. Next to each one, write the meaning in English (or Spanish.)

Bilingual Crossword Puzzle



Intersect words: To find intersecting words, start with the longest word and branch off from this word until as many words as possible are connected. Be sure there is space between every word.

Design the grid: Use a straight edge to make boxes for each letter in the pattern you formed and make the boxes big enough to write in.

Number the boxes: Start at the top left corner of the puzzle. Assign the first box #1. Moving from left to right down the page, assign the first box of each word a number.

Write clues: At the bottom of the page, write the numbered clues of the words' meanings in English (or Spanish.)

With **free** registration at the www.crayola.com website as an educator, you can access a lot more activities for different grades that can be used to teach languages, math, science, social studies and visual arts while having fun! Please visit <http://www.infoplease.com/index.html> for more information on Hispanic Heritage Month.

Rincón Poético

What is a song, if not a poem set to music? That must have been what Pete Seeger was thinking when he sang a Cuban folk song with lyrics from a poem by José Martí, “Versos Sencillos.” And who better to take that music to a classroom of students to teach language and poetry and history through music than an ESL teacher? Phyllis Gron, an ESL teacher from Alexandria, Virginia put together the poem, “Versos Sencillos” with the song “Guantanamera” in creative lessons that study poetry, music, the effect of the McCarthy era on the arts, and the revolutionary activities of José Martí and Pete Seeger. Interested in learning more? Go to <http://artsedge.kennedy-center.org/content/2323/>

VERSOS SENCILLOS (excerpt)

José Martí

Yo soy un hombre sincero
De donde crece la palma,
Y antes de morirme quiero
Echar mis versos del alma.

Yo vengo de todas partes,
Y hacia todas partes voy:
Arte soy entre las artes,
En los montes, monte soy.

Yo sé los nombres extraños
De las yerbas y las flores,
Y de mortales engaños,
Y de sublimes dolores.

Yo he visto en la noche oscura
Llover sobre mi cabeza
Los rayos de lumbre pura
De la divina belleza.

Alas nacer vi en los hombros
De las mujeres hermosas:
Y salir de los escombros,
Volando las mariposas.

He visto vivir a un hombre
Con el puñal al costado,
Sin decir jamás el nombre
De aquella que lo ha matado.

Rápida, como un reflejo,
Dos veces vi el alma, dos:
Cuando murió el pobre viejo,
Cuando ella me dijo adiós.

GUANTANAMERA (excerpt)

Original music by José Fernández Díaz

Music adaptation by Pete Seeger & Julian Orbón

Lyric adaptation by Julian Orbón, based on a poem by José Martí

Yo soy un hombre sincero
De donde crecen las palmas
Yo soy un hombre sincero
De donde crecen las palmas
Y antes de morirme quiero
Echar mis versos del alma

Chorus:

Guantanamera
Guajira Guantanamera
Guantanamera
Guajira Guantanamera

Mi verso es de un verde claro
Y de un carmín encendido
Mi verso es de un verde claro
Y de un carmín encendido
Mi verso es un ciervo herido
Que busca en el monte amparo

Chorus

I am a truthful man from this land of palm trees
Before dying I want to share these poems of my soul
My verses are light green
But they are also flaming red

©1963, 1965 (Renewed) Fall River Music, Inc
(BMI)
All Rights Reserved.

Caribbean Connections

To view beautiful pictures of Old San Juan, Puerto Rico and to hear the song, “En Mi Viejo San Juan”, click on the following website:

<http://www.studioporto.com/fomtcolorbiege/enmiviejosanjuanfont/>

Words to “El Viejo San Juan” can be found at <http://ingeb.org/songs/sanjuan.html>

The song “El Viejo San Juan” is also featured in the book *Los Discos de Mi Abuela*. By Eric Velasquez, published in 2001.



Spanish Classroom Resources

Resources in Spanish and English for Character Education can be found at www.goodcharacter.com/ESTopics.html



At this site, you will find Spanish and English teaching guides for grades K – 5 that feature discussion questions, writing assignments, student activities and parent involvement tips for character education and life skills. Titles in Spanish are: Confiabilidad, Respeto, Responsabilidad, Justicia, Bondad, Ciudadanía, Controlar el enojo, Resolver conflictos, Ser buenas escuchas, La Intimidación, y Prejuicio.

All of these titles (Trustworthiness, Respect, Responsibility, Justice, Kindness, Citizenship, Controlling Anger, Resolving Conflicts, Being Good Listeners, Intimidation, and Prejudice) and more are available in English from Live Wire Media. This organization has won a “Parent’s Choice” award. Additional material relevant to middle and high school students is also available in English.

For more information, contact:

Live Wire Media

Resources for Character Education, Guidance, Lifeskills

273 Ninth Street • San Francisco, CA 94103
phone: (800) 359-KIDS • (415) 564-9500 •
fax: (415) 552-4087
www.livewiremedia.com •
info@livewiremedia.com

Spanish Bilingual and ESL Software

Mindplay.com has a series of Spanish and English software packages that enable students to explore, inquire, and report on content area topics. **Ace Inquirer** is featured below. It helps students read for detail, sequence and critical thinking.

Ace Inquirer software allows learners to play the role of a talk show host and use the latest technology to untangle mixed messages as they uncover the truth. Learners interview guests, explore telephone leads, and research information in the library to determine if the guest's statement is a fact or an opinion. Students create their own stories and then use them on the show. If you are interested in more information on **Ace Inquirer**, e-mail mail@mindplay.com or go to: <http://www.mindplay.com/opp/AceInq.html>

Best Practices

Characteristics of Accomplished and Competent Content Area Teachers

To communicate effectively with students, ensure comprehension, and develop understanding, accomplished and competent mainstream and content area teachers demonstrate many of the following characteristics:

- Use many visual aids or realia.
- Model appropriate behavior and language for students.
- Use gestures, body language, and facial expressions.
- Perform demonstrations to ensure comprehension.
- Use graphic organizers, story maps, semantic webbing, and paraphrasing techniques.
- Provide vocabulary previews of forthcoming lessons.
- Ask students to make predictions when reading stories aloud.
- Adapt and simplify material in textbooks.
- Use cooperative learning.
- Utilize peer tutoring.
- Provide multicultural content in classroom.
- Seek out primary language support for students.
- Create a non-threatening environment where students feel comfortable taking risks with language.
- Make connections between content being taught and students' prior knowledge and experiences.
- Provide time for student engagement and interaction with the teacher.



On her website, "Everything ESL," Judie Haynes discusses challenges for ELLs in content area reading in math, science and social studies. For specific information, go to: http://www.everythingsl.net/in-services/challenges_ells_content_area_1_65322.php

In general, ELLs face challenges such as

- idioms and figurative language in English texts
- density of unfamiliar vocabulary
- use of homonyms and synonyms
- word order, sentence structure and syntax
- text structure with a topic sentence, supporting details and conclusion
- expressing an opinion about text.
- fear of participation and interaction with mainstream students
- lack of understanding of literary terms for story development
- unfamiliarity with drawing conclusions, analyzing characters and predicting outcomes
- difficulty with imagery and symbolism in texts.



Content Area Reading

FOCUS ON RESEARCH

In the summer of 2006, the Linguistic Minority Research Institute of the University of California published a research-based essay by Laurie Olsen. Entitled “Ensuring Academic Success for English Learners,” the article addresses the achievement gap between English language learners and fluent English speakers. One of her points is that the role of primary language development must be recognized.

According to Olsen, literacy skills are not language specific; they can be learned in one language and transferred to another language, drawing upon a common cognitive base.

English learners enroll in schools with a home language that should be developed and built upon as a foundation for literacy in English. It is easier and more efficient to learn to read and write in one’s strongest language because the oral foundation and vocabulary already exist.

The National Literacy Panel on Language Minority Children and Youth concluded that oral proficiency and literacy in the first language facilitates literacy development in English:

The research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-Only instruction demonstrate that language minority students instructed in their native language as well as in English perform better on average, on measures of English reading proficiency than language minority students instructed only in English.

Many educators and parents elect all-English instruction because they feel urgency in

helping students develop English proficiency. They feel that their children already know their home language. They don’t see the enormous value of literacy in their home language for its own sake and as an aid to learning English.

Praxis (Reflective Practice)

In an article published in 2005, Loretta Kasper and Sandra Weiss describe their approach to building students’ linguistic and academic literacy through content-based interclass collaboration:

Collaborative groups create a venue in which students must play alternating roles as knowledge receivers, knowledge providers, and knowledge designers. Learning to assume these roles helps students increase their feelings of efficacy, fosters their active processing of interdisciplinary themes and concepts, encourages them to reconstruct and accommodate existing ideas and make personal connections with learning, and builds meta-cognitive knowledge associated with enhanced task performance.

Further information on the use of collaborative learning communities across classes can be found in the article itself. The reference follows: Kasper, Loretta F., & Weiss, Sandra Tara, “Building ESL Students’ Linguistic and Academic Literacy through Content-Based Interclass Collaboration,” in *Teaching English in the Two Year College* (32:3) [Mar 2005], p.282-297.

Plazas Comunitarias

Call for Volunteers!

Plazas Comunitarias is an educational initiative that unites educational technology with native language instruction to promote literacy among Spanish-speaking older youth and adults. It consists of teacher-facilitated instruction and self-paced on-line learning in Spanish in basic literacy, math, science, social studies, language arts, and topics of interest to parents and youth. Volunteers are needed to assist in both Spanish and English.

Volunteer your time to teach literacy skills in Spanish to Spanish-speaking immigrant youth and adults taking *Plazas Comunitarias* classes in a variety of educational settings throughout New York City. Volunteers are



also needed to teach English as a second language to adult learners. Your time will help solidify the adults' abilities to read and write in their home language, as well as to learn English, and achieve higher literacy levels, all the way to GED. The knowledge and skills that adults learn translate to a better quality of life for their families and a more informed understanding of the expectations placed on their children by the schools.

To serve as teacher volunteer in one of the centers, please contact Marguerite.Lukes@nyu.edu or call 212-998-5296.

¡Necesitan Voluntarios!

Se buscan voluntarios para servir de maestros de español en nuestras aulas de *Plazas Comunitarias* localizadas en diversas entidades educacionales a través de la Ciudad de Nueva York. Los centros también necesitan maestros voluntarios para enseñar inglés como segundo idioma. Al donar su tiempo usted ayudaría a los adultos estudiantes a aprender en su lengua nativa y en inglés, y

ayudarlos a mejorar sus niveles de escolaridad hasta el GED. El conocimiento que los adultos adquieren en estos centros no sólo los beneficia sino también los ayuda a conocer mejor los requisitos escolares de sus niños.

Para servir de maestro voluntario en uno de estos centros, favor de comunicarse con Marguerite.Lukes@nyu.edu o llame al 212-998-5296.

Foreign Language News

The New York State Association of Foreign Language Teachers (NYS AFLT) and the New York City Association of Foreign Language Teachers of the UFT will sponsor their Annual Professional Conference on Saturday, October 28, 2006 at the UFT Headquarters, 52 Broadway in Manhattan.

For additional information: (212) 598-7772



Directory of Spanish Resources

The *Directory of Spanish Instructional Materials and Resources* will be posted on the NYSED OBEFLS website soon. The purpose of the *Directory* is to assist schools with Spanish bilingual programs in identifying instructional materials currently available in Spanish. For a limited time only, we are making the directory available by e-mail. Make your requests by email to: poonam.basu@nyu.edu

Meet Some of Our Partners

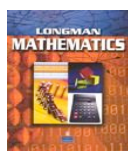
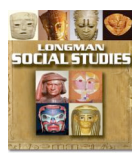
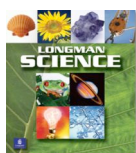


Scholastic, Inc.
557 Broadway
New York, NY 10012
(212) 343-6100
www.scholastic.com



**Longman ESL Science,
Social Studies and Math:**

- For Beginning and Hi-beginning level students
- Explicit reading instruction and strategies
- Explicit academic vocabulary instruction and vocabulary building
- Content area skills such as interpreting maps, timelines, and charts
- Writing workshop in every unit
- Primary sources in every unit and audio for all readings



Pearson/Longman publishes ESL materials for grades 6 – 12.

For further information about Pearson/Longman products, contact Regina Snyder at 1-800 9954375 or at regina.snyder@pearsoned.com or go to www.longmanusa.com.

ESL Resources

An interesting ESL website at <http://www.usingenglish.com/teachers.php> offers themed lesson plans in various content areas for K-12 students. It also features 249 free grammar and vocabulary handouts. In addition, content area materials and links are available at *The ESL Area*. Featured topics are: Colonial America, the Underground Railroad, Civil Rights, Antarctica, Space, the Environment, Animals, Health and Weather. For further information, go to: <http://members.aol.com/adrmoser/content.html>

NYC DOE's New Website

The New York City Department of Education has changed its website address. The new address is: <http://schools.nyc.gov>. Old bookmarks will automatically be redirected to the new address for a limited time only.

The new website includes with two new features. Parents can now access translated versions of important documents, including the *Guide for Parents*, the *Chancellor's Regulations*, and the academic calendar directly from the front page of the website. These portals connect non-English speaking parents to the resources they need to be involved in their children's education.



NYSESLAT NEWS

The following link will take you to the NYSESLAT home page which then directs you to the scale scores that can be used to determine English proficiency: <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>