

NYS Spanish BETAC @ NYU

Monthly Bulletin

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

Editor: Gail 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

January 2007



The NYS Spanish BETAC at the NYU Metro Center continues to work 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 visit our website, and give us your feedback, and/ or share your professional development needs by taking our survey, or contacting us. This month's theme is: SCIENCE EDUCATION.

TABLE OF CONTENTS	#
Science and Children	2
Science in the Real World	3
SBETAC News, Poetry, New Novel, Subjunctive	4
Metro Staff, Educational Theater, Workshops	5
Save the Date	6

Science and Children

Adapted from: Yopp, Hallie, Kay, & Yopp, Ruth, Helen. "Primary Students and Informational Texts." In *Science and Children*, Nov. 2006, 22.

http://www.nsta.org/main/news/stories/science_and_children.php?news_story_ID=52831

For English language learners, learning to read informational books on science is essential and can be fun.

This article by Hallie Kay Yopp and Helen Ruth Yopp explores the benefits that informational texts reap for students. The article also points out that while reading they are involved in concepts familiar to both literacy and science. Students may find themselves predicting, generating questions, summarizing understandings, and using data to draw conclusions.

The article offers three strategies that teachers can use to help students have successful interactions with informational science texts. The first strategy is labeled "preview-predict-confirm" or PPC. The teacher begins by presenting the class with a specific text. She then asks the class to briefly preview the first few pages of a book alone or in groups. Next the teacher asks the students to predict some vocabulary words that they think may come across in the text based on their preview of the book.

Students are then assigned to groups where they pair up vocabulary words that go together. For example, students might create a stack of words labeled parts of a butterfly. This pile will likely include vocabulary such as wings, head, feelers, body, etc. Once students have completed this phase they read or listen to the selected text. At this point, students can confirm if their predicted vocabulary is presented in the text or not. This strategy "creates a sense of anticipation and helps

students set purposes for reading, motivating them to explore the topic" (Yopp & Yopp, 2006).

The second strategy is called "ten important words." Students are asked to record what they feel are the ten most significant words in the story as they read the text. For example, if a student reads a page that is mostly about larva then they should record that as one of their words. Once students have recorded all of their words they then come together as a class to chart their findings. Students will then discuss with their peers why they have chosen those particular vocabulary words and what they think they mean. This strategy is beneficial to students because it requires them to analyze text to determine the major concepts.

The last strategy the authors discuss takes place after reading and is referred to as "found poems." Found poems are based on vocabulary that is literally found in the text. Students, in pairs, are encouraged to choose words from the text to create a poem that is based on the topic of the text. While students are working on this assignment the teacher should circulate throughout the room to discuss with students why they have chosen particular words. In doing this it will help the teacher gain insight into students' understanding of the topic.

The strategies mentioned above will help implement reading lessons in the classrooms. These methods are much more stimulating than the traditional rote reading method used in many classrooms. Not only are the students gaining information from reading the text but they are also reinforcing what they have learned in using the suggested activities for reading: successful student interactions with informational texts.

Science in the Real World

Ashdown, A. "How poisoning the teacher can lead to a successful science lesson: researching a forensic chemistry activity in a grade 5/6 class." *Investigating*, 18, 2. (2002): 10-13.

In this journal article, Andrew Ashdown had students explore general concepts of chemical science throughout the term. At the end of the class, a "Simulated Crime Scene Activity," referred to as "SCSA," took place. Nineteen 5th-6th grade students attending an urban public school had never studied chemical science before, but were interested in chemical science lessons, although they were not initially connecting the knowledge that they were gaining with any sort of "real world" purpose.

The teacher taught a creatively designed chemical science unit for the first eight weeks of the term. During the last week of the term, the lessons were dedicated to the SCSA that the teacher had designed. The crime scene consisted of: a cup of coffee; a glass sugar bowl; a spilled puddle of unidentified liquid (lemon juice); a ransom note (black marker pen on filter paper).

There were also other items that added to the authenticity of the crime scene environment: four "suspects" from another grade 5 class; bottles of unidentified liquid retrieved from the suspects' school bags (lemon juice); four black markers that the teacher had retrieved from the suspects' respective pencil cases.

The teacher began the activity in a theatrical way; he said that his morning cup of coffee was ruined because someone had tried to "poison" him by replacing the sugar with salt in the sugar bowl. Not only did it taste salty, but it had another unusual flavor to it.

The students were allowed to inspect the crime scene, but weren't allowed to touch anything. They were also allowed to ask the teacher as many questions as they wanted. They especially were intrigued by the ransom note left behind that said, "Enjoy your coffee, have a nice day!"

The students split up into groups of three or four and spent their first day designing their analysis procedure. They explored and experimented with the materials and procedures on the second day. The third day was spent gathering up their findings, re-running some experiments and finalizing their results.

There was a high level of student satisfaction in the experiments and activities performed throughout the weeks leading up to the SCSA. However, it was not until the SCSA was initiated that most of the children began applying the knowledge gained in the unit to a "real world scenario." As the crime scene was launched, many children began formulating suggestions for strategies to get to the bottom of the crime using techniques they had learned.

The use of carefully constructed science experiments is an ideal way to encourage children to apply the knowledge they have gained in a "real world" situation. The teacher in this case found that "...when students are able to decide how they are going to 'solve the crime' themselves, it enables them to take a degree of ownership of the activity, it makes them responsible for their own learning, and it encourages problem-solving skills to be developed, independent of the teacher" (Ashdown, 12).

Travel News of the SBETAC Staff

In November, Dr. Gail M. Slater traveled to Veracruz, Mexico, for a training program on Plazas Comunitarias sponsored by the Mexican “Instituto Nacional para la Educación de los Adultos” (INEA).

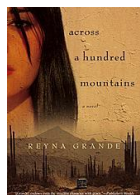
Also in November, Dr. Irene Pompetti-Szul and Nellie Mulkay visited Roosevelt SD in Long Island with the NYSED team and conducted a two-day review of the ESL and bilingual programs. Dr. Pompetti-Szul visited Washington Rose Elementary School, while Ms. Mulkay visited Roosevelt High School.

In December, Nellie Mulkay and Dr. Gail M. Slater joined three NYU professors as guests of the Consul General of Mexico in New York and the Governor of the State of Puebla on a visit to Puebla Mexico in order to further the process of establishing increased understanding in the teaching profession on behalf of Spanish speaking ELLs of Mexican descent in the NYC public schools.

In March, Marguerite Lukes will travel to the Annual Conference of the California Association for Bilingual Education (CABE) in Long Beach, CA to present her paper, entitled, “Criando a niños bilingües: desarrollando ideas y estrategias”.

In April, Dr. Pompetti-Szul will attend the Annual Conference of the American Educational Research Association (AERA) to present her paper, “A Quality Literacy Curriculum and the Instructional Scaffolds that Make it Work.”

New Novel for Secondary ELLs



Through this gripping novel for 7th grade and up, readers learn about the experiences of immigration on both sides of the Mexican border. This first novel by [Reyna Grande](#) is drawn from her own experiences.

Science and Poetry

Emily Dickinson (USA, 1830-1886):
“Poem II” of the *Nature Collection*:

Will there really be a morning?
Is there such a thing as day?
Could I see it from the mountains
If I were as tall as they?

Has it feet like water-lilies?
Has it feathers like a bird?
Is it brought from famous countries
Of which I have never heard?

Oh, some scholar! Oh, some sailor!
Oh, some wise man from the skies!
Please to tell a little pilgrim
Where the place called morning lies!

Shakira & Alejandro Sanz Teach the Subjunctive

No more worksheets. Just play the song “La Tortura” by Shakira and Alejandro Sanz!

*No pido que todos los días sean de sol.
No pido que todos los viernes sean de fiesta.
Tampoco te pido que vuelvas rogando
perdón....*



As Chispa Productions suggests in their January e-newsletter, “Have your students or your kids act as linguistic detectives to figure out why the subjunctive might be used in these [lyrics]. Then have them rewrite the verses... and if they're brave enough, download the karaoke versions of the songs from iTunes, and have a Spanish karaoke bar with the original and/or rewritten songs! You can be sure that these subjunctive phrases will be remembered in a way that no grammar worksheet could achieve.” <http://www.chispaproductions.com>

Metro Center Staff Present at a National Conference

Dr. Pedro Noguera, Executive Director of the Metropolitan Center for Urban Education at NYU has announced the participation of Metro Center staff at the American Education Research Association (AERA) Conference in Chicago, April 2007

Dr. Noguera will have a prominent place on the program as a key speaker, delivering one of the Presidential addresses. In addition, the following staff members will be presenting at the conference:

Dr. Irene Pompetti-Szul of the NYS Spanish BETAC is presenting a paper entitled *A Quality Literacy Curriculum and the Instructional Scaffolds that Make it Work*.

Darrell Hucks of the Equity Assistance Center is presenting a paper entitled *Legacy: the Cross-Generational School Experiences of African American Males*.

Dr. Yolanda Sealey-Ruiz of the Technical Assistance Center on Disproportionality is presenting a paper entitled *Teaching Race: Making the Invisible Concrete*.

Dr. Edward Fergus, Director of Research and Evaluation for Metro Center and Director of the Technical Assistance Center on Disproportionality (TAC-D) is presenting a paper entitled *Skin Color, Latinos, and School Space*.

Visit <http://steinhardt.nyu.edu/metrocenter/> for more information.



Educational Theater for ELLs

Take your students to see **The Merchant of Venice**. Educational Theater of New York presents adapted versions of plays at Wings Theater, 154 Christopher Street.



Wednesday, March 14 at 6:30 PM
Thursday, March 15 at 6:30 PM
Saturday, March 31 at 3 PM

Tickets are \$15. For more information, call 1-646-733-7685.

Box office address: 140 East 46th Street, Suite 10K, NY, NY 10017

www.etnyarts.org

Upcoming Workshops

CALLING ALL EDUCATORS!

NYS Spanish BETAC invites you to register for our **Workshop Series I** and **Workshop Series II**. Topics include Content Area Teaching Techniques for Science, Social Studies, Math, ESL Teaching Methodologies, Spanish Classroom Libraries, and more. Follow the links below to register:

<http://steinhardt.nyu.edu/metrocenter/SPANISHBETAC/PDF/series1flyer.pdf>

<http://steinhardt.nyu.edu/metrocenter/SPANISHBETAC/PDF/series2flyer.pdf>

PLAN TO ATTEND!

NABE 2007
San Jose, CA-Feb. 7th – 10th
www.nabe.com

NY SABE 2007
Melville, Long Island-March 2nd-4th
www.nysabe.org

Two-Way CABE 2007
Burlingame, CA - July 10th – 13th
www.bilingualeducation.org/2waycabe

**IMPORTANT SBETAC SPRING 2007 ACTIVITIES
SAVE THE DATES!**

**The New York City Dual Language
Symposium**

Thursday, April 12th

This Annual Symposium will feature David and Yvonne Freeman as keynote speakers, and will be held at the Kimmel Center at New York University. This activity is in collaboration with the New York City Department of Education. Keynote speakers and workshops will focus on planning, creating, and sustaining quality dual language programs. Contact marguerite.lukes@nyu.edu for additional information.

**Mexican and Mexican American Author's
Symposium**

Friday, April 27th

This symposium will showcase the use of Spanish language literature and writing activities in the classroom. It will expose teachers to acclaimed authors and current works of Mexican and Mexican American writers of literature for grades K-12. This Institute is a collaborative effort of the Institute for Latin American Studies (ILAS) at Columbia University, the Center for Latin American and Caribbean Studies (CLACS) at New York University, and the NYS Spanish BETAC at NYU. The location of this all-day Institute will be Columbia University. The Institute will feature a panel of authors, book signings, lunch, publishers' tables, and interactive workshops in Spanish and English. Participants will receive one of the authors' books and have the opportunity to purchase additional books.

Contact marguerite.lukes@nyu.edu for additional information.

**The Spanish Children's and Young Adult
Literature Symposium**

Friday, May 4th

This Annual Symposium will be held at the Cervantes Institute of NY. This event is also sponsored Lectorum Publications, Inc., a Subsidiary of Scholastic and the NYS Spanish BETAC. Authors of children's and young adult's literature present their work and reinforce the importance of quality Spanish language literature for children and young adults. Participants will receive one of the authors' books and have the opportunity to purchase additional books.

Contact poonam.basu@nyu.edu for additional information.

**The 2007 New York City Spanish
Spelling Bee**

Friday, June 1st

The NYC Spanish Spelling Bee (*El Certamen de Deletreo en Español de la Ciudad de Nueva York*) will bring together sixty students in grades 4, 5 and 6 - regional winners for each grade - to compete for 1st, 2nd, and 3rd prizes including state of the art dictionaries, books, and other prizes. Parents, teachers, and students are welcome to the Scholastic, Inc. Auditorium for this annual event. The Spanish Spelling Bee continues to be a popular event and it is the result of long-standing collaboration among the NYS ED Office of Bilingual Education and Foreign Language Services through the NYS Spanish BETAC, the NYC DOE Office of English Language Learners, and Lectorum Publications, Inc.

Contact gail.slater@nyu.edu for additional information.