

**Session 13: April 20, 2016**  
**Bilingual Schooling**  
**Teachers, Families, and Students: Preserving language, culture, and identity**

*Due today for snowballing group discussion: Be prepared to share your connections to the readings.*

*Due today: Final draft of final project for in-class discussion*

**Guiding questions:**

- What are teachers' and caregivers' responsibilities in the preservation of home languages and cultures given the implications of the language demands in school and the challenges of being a successful member of society?
- How can emergent bilinguals in successful bilingual programs achieve and maintain their bilingualism?
- What are teachers' and caregivers' responsibilities in the preservation of home languages and cultures given the implications of the language demands in school and the challenges of being a successful member of society?
- How do we integrate community resources in order to support language, culture and identity?
- Why and how should teachers establish relationships with schools, families, and communities?
- How can teachers and parents effectively collaborate to advocate for students' language needs?

**Agenda:**

1. Readings discussion: Snowballing
2. Brain Break
3. Non-negotiables-group work
4. Modeling effective lesson: La fruta
5. Preparation for final project share Session 14
6. Closing

1. Reading discussion in partners- snowballing
  - 1<sup>st</sup> round: What is my responsibility as a teacher of ELL's? How do I advocate for my students' language needs?
  - 2<sup>nd</sup> round: How can teachers and parents effectively collaborate to advocate for students' language needs?

**Whole group discussion:**

- Address legal requirements for ELL's,
- Show EPIC box and short video with options for ELL's in NYC.
- Black Box Language Allocation Policy

-Refer to PP with Collier and Thomas research

## 2. Brain Break (around 8pm)

3. Show older learners PP slides to start non-negotiables:
  - Focus on strategies and Non-negotiables: All charts with seed ideas for review and remind ourselves of non-negotiables
  - Do a walkabout and check with a marker those that you connect with and agree are important to include in your group list
  - Create non-negotiable charts to support diverse learners in the classroom- small groups by age
4. Modeling Lesson: La fruta
  - Whole group: Importance of oral language and engagement-interactions-varied groupings-language supports
  - Add to charts?
5. Final project share with partner(s): share and get it ready for presentation on session 14. Bring 3 copies to share with your group after you do your project presentation. You will have 10'/15' for presentation, 10' get feedback.
6. Closing: Quick turn and talk: One take away from today's session

### Materials:

- Chart paper/markers
- Black box
- Epic box
- Create groups of 3X7=21+1:22, post its: Name, topic, age group