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ABSTRACT

This manual has been prepared for teachers who are using or wish to use small group organization in bilingual-bicultural programs at the primary grade level. The manual includes several daily schedules and a series of activities appropriate for small groups of children. The activities described are of varying levels of complexity in Spanish and English, and are organized around the content of several learning or interest centers, including a communications center (language arts, reading, writing), a math center, a science/social studies center, an art center, and a music/listening center. (Author/SK)

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# THINGS TO DO....

## Activities for a Bilingual Classroom

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## PREFACE

The sample schedules and activities outlined in this manual were derived from a bilingual-bicultural program conducted in six second grade classrooms in three Phoenix, Arizona schools during 1970-71. The objective of the program was to develop and implement a small group process approach to bilingual education.

This manual was developed after teachers using the small group process approach expressed interest in obtaining a variety of activities they could use in their bilingual classrooms. The three sample day schedules give teachers varying methods of utilizing the activities in the classroom. The teachers may choose one or a combination of all three methods.

Since the Phoenix bilingual project basically was one involving the use of Spanish and English in the classroom, many of the activities in this manual have been presented in Spanish and geared for Spanish speaking children. It should be stressed, however, that like the small group process itself, the activities can be adapted to any language, depending on the ethnic backgrounds and language abilities of the children who will use them.

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this manual was produced  
on 100% recycled paper.*

## INTRODUCTION

This manual has been prepared for teachers who are using or wish to use small group organization in bilingual, bicultural programs at the primary grade level. The manual includes several sample day schedules and a series of activities appropriate for small groups of children.

The activities described in the manual are of varying levels of complexity in Spanish and English, and are organized around the content of several Learning or Interest Centers. The Learning Centers described in this manual are: a communications center (language arts, reading, writing); a math center; a science/social studies center; an art center; and a music/listening center. The Learning Centers also can be organized around specific projects or special interests of particular groups of children. A complete description of the use of Learning Centers and the small group process approach to bilingual education is presented in another manual, *EACH ONE LEARNING, A Small Group Process Manual for Teachers*, also published by the Regional Project Office.

The Learning Centers, as described in *EACH ONE LEARNING*, are essential components of the group process approach. The behavioral settings created by these Learning Centers facilitate interaction between the child and his environment, between the child and his peers and between the child and the adults in the classroom, using both English and Spanish. These encounters encourage the development of skills related to language, human relationships, self-management and the physical environment, as well as traditional academic skills.

When children are given increased freedom and independence, as they are in the group process approach, they need to learn many new behaviors, many of which are not often specifically taught in schools. Some of the behaviors which children may need in order to benefit optimally from a more open bilingual classroom are listed below. The list describes these behavioral objectives in ordinary terminology and also in terms of what the children are taught specifically to do in the context of the small group activities.

### OBJECTIVES

1. Peer Teaching
2. Cooperation
3. Leadership

### CHILD BEHAVIOR

1. Teaching other children.
2. a. Helping other children.  
b. Answering other children's questions.  
c. Sharing and taking turns.  
d. Cleaning up work materials.
3. Being a group leader

- |  |   |
|--|---|
| 4. Attentiveness                                   | 4. Being a good listener when someone else is talking.  |
| 5. Information-seeking                             | 5. a. Asking good questions.<br>b. Using books, pictures, materials and people to find out what they need to know.  |
| 6. Decision Making and Planning                    | 6. a. Choosing the things they need to learn.<br>b. Helping their groups plan what to do.<br>c. Participating in group discussions.   |
| 7. Evaluation                                      | 7. a. Evaluating and discussing individual and group progress.  |
| 8. Oral Language Development                       | 8. a. Asking and answering questions.<br>b. Participating in group discussions.<br>c. Learning a second language.   |
| 9. Respect for individual and cultural differences | 9. a. Helping and teaching other children.<br>b. Learning <i>from</i> other children.<br>c. Learning the languages of other children.<br>d. Learning about the foods, songs, games, holidays and values of many different groups of people.<br>e. Understanding how people are different. |

Small group activities should be planned so that they provide opportunities for children to learn and practice these skills. This cannot be left to chance, however; the teacher must systematically teach the behaviors. In teaching any new skill, certain general procedures are helpful. First, the learners should be aware of the objectives – what it is they are trying to learn. If the children are to teach and help each other, to ask each other questions, and answer each other's questions, they must be aware that such behaviors are desirable and the teacher must cue them to engage in these behaviors. The teacher might begin by posting a list in the classroom showing child behaviors to be taught. Verbal cues also are important (i.e., "John, will you help Mary with the math problem she is having trouble with?").

The behaviors the children are to learn also should be modeled by the teacher since children learn by imitation. Reinforcement and feedback are necessary for effective learning. Praise and attention from the teacher are usually reinforcing to young children. The use of specific praise makes it clear to the child that he is engaging in an appropriate behavior and helps him to learn. For example, the teacher may say, "Mary is doing such a good job as leader. She is helping the others with their work and answering their questions." These general procedures can be used in the context of most small group activities, but some of the behaviors are more easily taught in the context of particular types of activities. When this occurs, the description of the sample activity in this manual will note the behavioral skill which should be emphasized.

The heterogeneity of the small groups in this educational approach lends itself particularly well to bilingual/bicultural programs. Individual and cultural differences are valued and emphasized; in fact, the effective functioning of the small groups depends upon this diversity. Children learn about other languages and cultures from each other, creating a classroom atmosphere which promotes cultural awareness and stresses the individuality and uniqueness of each person. Small group activities, therefore, should incorporate aspects of all the cultures represented in the classroom. If the teacher is unfamiliar with these cultural differences, it would be valuable to enlist the cooperation of parents and other adults in the neighborhood in order to develop a truly multicultural educational program.

The activities presented in this manual are meant merely to provide a springboard for the teacher and do not represent the full range of possibilities. Effective small group activities can best be developed by interested teachers who are knowledgeable of their own students' individual needs and cultural backgrounds.

### THREE SAMPLE DAY SCHEDULES WITH COMMENTARY

The three sample day schedules described on the following pages represent varying methods of utilizing Learning Centers in an elementary bilingual classroom. The teacher may choose one or a combination of the three methods.

In using Schedule 1 or Schedule 2, the children are assigned to groups of five or six members ahead of time. Groups should be heterogeneous in academic and language ability, sex and ethnicity. Each group is then assigned to begin at one of the four or five Learning Centers. Each group should remain in each center for periods of fifteen to twenty minutes. Approximately five minutes before an activity is to end, the teacher should signal the groups to clean up their work areas. After clean-up, the groups rotate in a predetermined manner to the next center. The process continues until each group has been to all centers.

Schedule 3 represents a more open, unstructured use of Learning Centers in which students are free to choose their own activities and determine for themselves the length of time they will spend in each. It is recommended that this approach be used only after the children have spent time in the more structured approach and have learned the behavioral skills described earlier.

#### SAMPLE SCHEDULE No. 1\*

##### *SCHEDULE*

##### *COMMENTARY*

2 hours and 30 minutes  
Conventional teaching of reading,  
math and language arts.

The language in which the teacher instructs in these areas is selected according to the materials and curriculum of the school and the language dominance of the pupil.

During this time, the behavioral skills described in Chapter I are modeled, cued, and reinforced.

1 hour  
Lunch

The Learning Center activities should be prepared for the afternoon groups during this time. If this is not possible, the materials should be arranged near the Centers in the morning before school begins. Older children from the intermediate grades can be helpful in setting up the centers, to utilize their bilingual abilities if teacher aides are not available.



15-20 minutes

Group meets together for announcements, instructions, and discussion of activities. (It is nice to sit on the floor on a rug.)

At this time children are given some general instructions regarding the small group activities for the day. Instructions for specific activities at the individual Learning Centers may be provided in a variety of ways. Tape recorded instructions or pictures which portray directions are appropriate for first grade levels where children have not learned to read well. Older students from the intermediate grades may be enlisted to help through cross-age teaching programs. These older students may be instructed to give directions orally in English or Spanish, or to read the instructions aloud. After students have learned to read, written instructions may be posted at each center.

Before children move to the Learning Centers, the signals for moving from center to center and the order in which rotation will occur should be explained.

1 hour and 15 minutes

Learning Center Activities

1. Art Center Activity
2. Math Center Activity
3. Science/Social Studies Center Activity
4. Communication Center Activity
5. Music/Listening Center Activity

During this time, the teacher moves among the groups, guiding and reinforcing good group behavior, such as making choices, sharing materials, starting promptly, taking turns, teaching one another and asking questions. Many opportunities are present here for the teacher to reinforce and cue appropriate group behaviors. The teacher may say things such as:

Sample comments in English:

"Thank you, Mary, for helping Issac with his folding."

"It was thoughtful of Sue to pass the crayons to Lisa."

"This group certainly waited patiently while I was working with Group 3."

Sample comments in Spanish:

“¡Qué bien! Me gusta como este grupo siempre termina su trabajo a tiempo.”

“Gloria, tú ya sabes la canción. ¿Se la puedes enseñar al grupo?”

“Jaime, gracias por ayudarle a Marina.”

On a pre-determined signal, clean-up begins and then rotation between groups takes place. There naturally will be some noise during this process, but children can be trained to make these changes with minimal confusion.

15 minutes

Group meets together to discuss the activity period, making suggestions, planning the next day's activities, and perhaps ending with a song, story or poem.

This evaluation time is essential in helping the children understand group interaction. The teacher should ask the children to analyze what they did in the groups and talk about how they could improve in the future. Children may be taught to lead these discussions. This period is also useful for modeling, cueing and reinforcing those behavioral skills being taught.

\*This Sample Day Schedule represents the use of Learning Centers for only a portion of each day.

### SAMPLE SCHEDULE No. 2\*

#### *SCHEDULE*

20 minutes

The room is left open, preferably before school starts to allow children to come in, walk about, work freely and talk with the teacher and other students.

#### *COMMENTARY*

Learning Center activities are set up before school begins. The teacher can then greet each child as he comes in, using the dominant language of the child. If this can't be done before school officially starts, the teacher should consider starting the regular day this way. Observation of the children at this time can tell the teacher much about their interests, needs and strengths.

20 minutes

Class meets together. Announcements, sharing, calendar, and discussion of coming activities may be covered.

Preparing the children for the activity period takes place here. The teacher should explain in both languages, the signals for clean-up and rotation.

1 hour and 10 minutes

Learning Center Activities

1. Communications Center
2. Free Choice Center
3. Math Center
4. Reading Center (with teacher)

All of the centers except the Reading Center will include activities which do not require adult supervision. Additional activities should be available at each center for children who finish early. The Free Choice Center should provide several games (math or reading), puzzles, and books from which children can choose. The teacher will work with the children in the Reading Center. Each child will participate in all four centers.

10-15 minutes

Recess

5 minutes

The children meet together on the rug to discuss the upcoming activities.

Any problems which came up during the previous activity period may be discussed here. Restatement of some directions may be necessary.

1 hour and 10 minutes

Learning Center Activities

1. Science/Social Studies Center
2. Communications Center
3. Listening Center
4. Math Center (with the teacher)

As in the first activity block, the teacher works with one group; in this case, it is the math group. The teacher may give these children some work to do while briefly circulating among the other groups. If another adult or student helper is in the room, this will not be necessary.

1 hour

Lunch

15 minutes

Class meets together for evaluation time. Teacher may also read a story, etc. (vary from day to day). See Sample Schedule No. 1.

This can be a valuable evaluation time. (See Sample Schedule No. 1 for commentary on evaluation period after the Learning Center Activities.)

45 minutes

Total class activity. Physical education, music, games.

30 minutes

Class meets together to conduct evaluation, oral language development, or any activity which is accomplished best with the total class. (The teacher can alternate these activities with those in the post lunch block.)

### SAMPLE SCHEDULE No. 3\*

#### *SCHEDULE*

1 hour and 45 minutes

Learning Center Activities.  
Five Centers are prepared and ready.  
Each child may have free choice to work in any center and to move freely from center to center as he completes a task.

#### *COMMENTARY*

This approach works most smoothly when the children come in gradually, rather than all together.

Since the children have free choice of movement, several different activities should be provided at each center. The teacher should take notes while the children are entering the room and note which center each child chooses.

The children should be told ahead of time that the free movement to various centers is dictated by the number of children in each center. If six children already occupy a center of their choice, they must learn to wait, selecting a center that has fewer children in it. They also should know that each child must clear away his own work materials before moving on.

The Open Center Approach allows the teacher to move about freely from center to center cueing, modeling and reinforcing desirable group behaviors.

15 minutes

Class meets together to share, evaluate, and sing. See Commentary under Sample Schedule No. 1, for ideas on effective approaches to evaluation.

10 minutes

Recess

5 minutes

Class meets together to explain future activities

40-45 minutes

Learning Center Activities.  
Four centers will be prepared. One will be a center at which the teacher will instruct an academic skill.

Independent activities are chosen for three centers, enabling the teacher to stay with one group for instruction in reading or math. If formal instruction in academic subjects is not desired, all four centers may be "open" centers. Academic subjects such as math, reading, spelling are then taught in the context of the Learning Center activities.

1 hour

Lunch

10 minutes

The class meets together on the rug to hear a story, evaluate the morning Learning Center activities, and discuss continuation groups.

The evaluation period offers opportunities for the teacher to cue, model and reinforce the behavioral skills which are being taught (i.e., planning, discussion and evaluation skills). The teacher may also verbally reinforce the good group behaviors which are observed during the Learning Center activities and encourage the children to report upon good behaviors which they observed. Again, children can be taught to lead these group discussions.

40-45 minutes

Learning Center Activities.  
The same four centers are ready for the children to complete the rotation started before lunch.

30-45 minutes

Total class activity and dismissal.

The Open Center Approach offers freedom and autonomy for the child and offers the teacher time to provide more individualized instruction to children on a one-to-one basis. If trained aides are available, the teacher will be able to devote even more time in helping individual children with specific needs.

## II

### SAMPLE ACTIVITIES

Activities appropriate for the various Learning Centers will be described on the following pages. These activities are designed for primary grade children. There has been no special attempt made to arrange the activities into grade levels even though many of the simple activities are obviously for first grade, or kindergarten level, and are similar to the usual routine readiness activities for those grades.

The activities and materials in all of the Learning Centers should be chosen to elicit oral and written language, both Spanish and English, and to provide practice in language expression. Children's oral expression — describing what they are doing, what they have done and what they plan to do — should be written down at first by the teacher and as they develop writing skills, by the children themselves. Some techniques for encouraging both Spanish and English language development and for *establishing a multi-cultural school environment* are described in a checklist which is included in the Appendix.

Many of the activities described in the following sections do not require the presence of the teacher. Child management and child autonomy are encouraged by providing activities which children can perform independent of adult guidance. When the presence of an adult is required by the nature of the activity, the need is noted in the commentary section. As the children acquire reading skills, the instructions for the group activities should be put in writing, on large charts at the Learning Centers, so that they are visible to all group members. Picture clues may be used to help younger children understand instructions, or instructions may be taped.

## COMMUNICATION CENTER

*(English and Spanish)*

Language Arts, Reading and Writing

### ACTIVITY AND INSTRUCTIONS

### COMMENTARY

#### 1. Categorization – Class Scrapbook

The teacher provides paste, scissors, old magazines and a large scrapbook made of butcher paper. Children are instructed to paste pictures they choose into appropriate sections of the book. Categories in the book may be: Foods, trees, plants, animals, or whatever the class is presently studying.

Children are encouraged to talk in their dominant language about the activity and discuss their choices with others in the group. They are also encouraged to ask each other questions rather than calling the teacher. During evaluation time, the entire class can discuss the scrap book.

#### 2. Vocabulary Development – Class Scrapbook

The teacher prepares word cards in both Spanish and English to match the pictured objects in the class scrapbook. During this activity, the children will match the words to the pictures and paste the cards in the appropriate places in the scrapbook.

If the children have not yet learned to read, they may need some supervision in this activity. An older student would be ideal. Opportunities for peer teaching are numerous as Spanish speaking students help the non-Spanish speakers with the Spanish words. The teacher should encourage children to work together and help one another.

#### 3. Language Development – Dictating Reactions to Pictures

The teacher takes aside one child at a time to record his reactions to one of the pictures provided. Each child is encouraged to talk about the picture in Spanish or English – what he sees, what is happening, etc. Whatever the child says should be written down or tape recorded

This method presents a good record of the children's use of descriptive words, phrases, and grammar in Spanish and English. After two months, the activity should be repeated, using the same pictures, and note the change in language development. This is an excellent



as he says it. After collecting each language sampling, the teacher records each respective name, the date, and the number of the picture. When a tape recording is used the teacher may wish to transcribe it onto paper to preserve the dictation.

informal record, and useful in reporting children's progress to parents.

#### 4. Categorization – Categorizing Pictures

Categories are written on a chart with a pocket provided under each category. Categories might include animals, people, toys, food. Each child is provided with approximately ten word cards (both Spanish and English words are used) which have identifying pictures on the back. The children are to take turns placing their cards in the appropriate pockets in the chart.

Spanish speakers and English speakers translate and teach each other the words in both languages. If the children haven't yet learned to read, an older student may help. Group interaction and discussion is encouraged to help in reaching correct categorization decisions.

#### 5. Visual Discrimination – Matching Words

Two sets of word cards should be in the center. The words can be in both Spanish and English. Each card has a duplicate and children are asked to match the word from one set with those in another set. For younger children, pictures on the cards will help in learning to read the words.

The children can work together and help each other with this activity. Those who can read the words can try to teach the other children. Children are instructed to try to answer each others' questions rather than calling upon the teacher.

#### 6. Language Development – Tasting

Tasting experiences can grow out of many other classroom activities – such as a study of trees, foods, or the five senses. In this activity the teacher is present at the center with several apples and apple juice. There should be red, green and

Food in the classroom is an excellent way of associating learning with positively reinforcing experiences. Language development is fostered as children discuss and write about these tasting experiences. When choices of foods are available, the teacher is able

yellow apples available. The teacher explains that this will be a tasting experience and that the group will talk about apples and taste apples and apple juice. The children should be allowed to cut the apples and observe the similarities and differences among the various halves — differences in color, core, seeds, shape, etc. The teacher should elicit children's language in describing these differences. After tasting the apples, the teacher asks the children about the taste. As words are used to describe the taste, the teacher or the children themselves write down the words on leaf shaped paper. The teacher encourages the use of both Spanish and English in describing the experience.

After tasting and writing about the apples, the teacher tells the children about the many things made from apples, including juice. The teacher asks a child to pour the juice so the other children can taste it. Language should be elicited from the children about the color, appearance, taste and odor of the juice. Questions can be used to elicit children's language. For example, in Spanish: *¿Es el color del jugo igual al de la manzana?*

"Does it smell like the apples?"

"How does it taste?"

Again, the teacher or the children themselves should write down the words used to describe the juice. Each child should be asked to hang the paper leaves with his own words on a tree branch. The

to point out differences in individual tastes. Math is integrated easily into tasting experiences as weight and size are observed and discussed. Fractions also can be learned readily in the context of a tasting experience. The teacher should reinforce individual differences in taste and the children's use of language in describing their experiences. For example, in English — "That's a good word to describe the taste, Mary." or, in Spanish — "**¡Qué palabras tan interesantes están usando!**"

This activity can be followed up by having children look for other ways of using apples and other apple products.

A later tasting experience may include apple sauce, dried apples or apple butter.

teacher also should suggest that the children watch at home for other uses of apples.

#### 7. Language Development – Tasting

This technique for eliciting language may be used with any food – for example, Mexican food such as tortillas, tacos or enchiladas might be used. Field trips may enhance these experiences and make them more meaningful. A trip to a tortilla factory might be possible.

Using Mexican foods (or foods representative of other cultures) provides opportunities for furthering awareness of cultural differences and for Spanish speaking children to act as leaders in teaching non-Spanish speaking children the appropriate vocabulary.

#### 8. Language Development – A Group Story

Dictating an experience to the teacher.

After a trip or experience in which everyone participated, the children are instructed to dictate their impressions of the event to the teacher or aide. The teacher can take the dictation directly on paper for each child. A class book or experience chart may be used. It is important that the teacher write the exact language that the children use, either Spanish or English. A “talking mural” may also develop out of this lesson. Each child draws a picture to illustrate his story on a large sheet of butcher paper. His written comments are posted beside his picture on the mural.

The teacher directs the activity, encouraging both languages. This technique can be useful in the early stages of the group process, before children can read. The small group affords the opportunity for each child to make his own contribution and to follow the dictation and writing. The teacher should encourage all children to participate in the discussion of the trip or experience. Verbal praise for all contributions will help. Oral translation of Spanish comments into English and vice versa can be done by someone in the class who is bilingual.

## SCIENCE/SOCIAL STUDIES CENTER

### ACTIVITY AND INSTRUCTIONS

### COMMENTARY

#### 1. Concept Formation – Sameness and Difference

The children are provided with butcher paper, glue or paste, scissors and magazine pictures. The children can bring these pictures from home. They are instructed to cut out animals and to place the same kinds of animals together on the mural, since similar kinds of animals live together in nature.

This activity could be used in the early stages of the group process. The children operate independently in this activity. Cooperation and helping one another is encouraged. The children make choices in placing animals on the mural. Their oral language – talking about what they are doing – should be encouraged. Animals can be labeled during the evaluation period to bring out names for the animals and other descriptive words in both languages. Basic concepts such as sameness and difference are stressed.

#### 2. Classification – Growing and Non-Growing Things

The children are provided with a large scrapbook made from butcher paper, scissors, paste, crayons, pictures and pages from magazines. The teacher instructs the children to look for “Things That Grow” and “Things That Do Not Grow” and shows them the places to paste these things. This activity can be done in either Spanish or English or both.

Children are encouraged to reach their decisions by asking and answering one another's questions in group discussions. During evaluation time, the teacher should discuss the classifications, encouraging language expression and writing down words for some of the growing and non-growing things.

#### 3. Classification – Things That Grow Above and Under The Ground

Later, the scrapbook can be expanded with an activity directing children to find “Things That Grow Above the Ground” and “Things That Grow Under the Ground”. Another extension might be “Living and Non-Living Things”.

#### 4. Classification – The Five Senses

Classifying objects under the five senses.

The teacher provides a large collection of things for children to feel, smell, taste, hear, and see (fur, satin, sand paper, fruit, sugar, salt, water, spices, perfumed paper, perfumed cotton, powder, ammonia, magnifying glass, binoculars, sun glasses, bell, toy guitar, toy piano, etc.).

On a display is shown in English or Spanish:

An eye with words, "I See" or "Veó"

A mouth with words, "I Taste" or "Pruebo"

A hand with words, "I Touch" or "Toco"

A nose with words, "I Smell" or "Huelo"

An ear with words, "I Hear" or "Oigo"

#### 5. Plant Growth

Planting seeds collected by children.

The children first collect fruit and vegetable seeds from homes and yards. The teacher provides a bucket of soil, spoons, pitcher of water, small containers (milk cartons, plastic pots, paper cups) and seedlings, displayed in a container which show what the seeds will produce. The teacher also provides a picture chart at the Social Studies Center showing steps in planting. The children are instructed to follow the picture chart

Oral language practice and peer teaching opportunities are provided in both languages by this activity. Children should be encouraged to ask and answer each other's questions. One of the children is appointed group leader.

The teacher should instruct the children to take turns selecting objects and placing them with the picture they think the objects go with. If there is disagreement, the leader should help in the settlement and should put the object where the larger number of children feel it belongs. In a later discussion and evaluation, it can be pointed out that most objects can be classified in more than one way.

This activity involves simple decision-making as children choose among seeds and containers. Cleaning up should be stressed with the necessary tools provided. Children are encouraged to discuss the experience in both Spanish and English. The children's words and answers can be recorded on an experience chart.

Some sample discussion questions in English:

"What do you think is going to happen to the seeds?"

for directions. Each child is to do his own planting by following the chart, choosing his own container and seeds, and then putting his name on his container and placing it in the designated place.

The teacher should have two or three plants set aside to remain unwatered. Each child is given responsibility for watering his own plant. After sprout, the group compares watered seeds with the unwatered ones.

#### 6. Plant Growth

Later, seeds are planted in four different groups:

One group gets water and no sun.

One group gets sun but no water.

One group gets no sun and no water.

One group gets sun and water.

#### 7. Concept Formation – Relational – Exploration With Volume

Children explore volume with various types of measuring instruments. The teacher provides two large boxes of rice (or sand) and various measuring instruments, such as milk cartons, measuring spoons, cups, etc.

“What would happen if we didn’t water the seeds?”

Some Sample discussion questions in Spanish:

“¿Qué hacemos con las semillas ahora?”

“¿Qué les pasa a las semillas si no les da el sol?”

Again language development in both languages, inquiry and problem solving skills can be encouraged by having children make guesses about what will happen to the various seeds.

The children are instructed to share materials in exploring volume with the rice and measuring instruments. During evaluation time, the teacher encourages discussion of findings from the exploration, emphasizing appropriate relational language – more, less, the same as, or, **más, menos, igual**; children’s comments on an experience chart also are written down.

## 8. Cultural Awareness and Understanding

Celebrating any special occasion, such as Cinco de Mayo, Christmas, a birthday or another special holiday.

Children prepare for this activity over a week's period. Activities working up to the "fiesta day" might include:

- (a) Fiesta songs and dances are taught to the class at the listening center and during other appropriate activities.
- (b) Musical instruments (maracas), made at the art center by decorating salt boxes filled with beans.
- (c) Invitations in English or Spanish made and copied in the language arts center, inviting parents to the fiesta.
- (d) Products made for display during the week's time:

Experience charts, receipts, pictures, vocabulary lists (in both languages) and costumes.

### On the Final Day:

Each of five groups prepare a part of the tacos for the fiesta.

One group mixes and shapes tortillas;

One group cooks and fries them;

One group prepares lettuce, and fills tortillas;

This activity requires careful planning and supervision by the teacher (and aides, if they are available). It provides a wealth of opportunity to study the Mexican culture and Spanish language. Children will be making choices, asking and answering questions and teaching each other. In all of these activities, vocabulary and descriptive language can be elicited. In the culminating activity, dancing, singing, and food serving take place. Such a fiesta is an excellent time to draw on the community talent: brothers, sisters and parents may be asked to dance, play guitar, help prepare food, show costumes, or entertain in any way.

Teacher should promote awareness of cultural differences as related to eating practices. Appreciation of these cultural differences is encouraged when the teacher models his or her own appreciation and awareness. Spanish speaking children may share their knowledge about the Mexican foods and the related vocabulary.

One group serves the tacos.

To shorten the process the teacher may choose to use prepared tortillas. In that case, one group can prepare the chocolate drink while tacos are being prepared.

#### 9. Classification – Metallic and Non-Metallic

The teacher provides several magnets, (bar and horseshoe) a jar of iron filings, various metallic and non-metallic objects. The teacher opens the activity by asking "What are these (the magnets)?" or "¿Que son estos?" The discussion should continue until the children are eager to start exploring. The teacher should encourage the children to handle and explore with the magnets and other objects.

Children's question asking is very important here. They should be encouraged to ask a variety of questions in either language.

The activity is closed with an evaluation time. The children's language, describing their discoveries, is recorded.

#### 10. Concept Formation – Sameness and Differences

Leaves and leaf patterns are provided at the center. The children are instructed to select as many of a given type as they can find that match a given pattern. The children can work either in pairs or as a group. After the leaves have been categorized, they are counted, and the numbers entered on a chart, displayed near the center.

A child leader may lead this activity. During the evaluation period the teacher may write down language the children use to describe this experience. Questions are encouraged. The basic concepts of the "same as", "not the same as" and "different" are stressed. This center should have many resource materials available in both languages: charts, pictures and children's art work related to leaves.

For example in Spanish:

Tenemos "20" hojas de esta forma.

These categorization activities are important for Spanish and English language development. Children should be specifically taught to talk



For example in English:

We have "10" leaves shaped like this.

The same type of activity may be done using colors of the leaves as the criteria for selecting and grouping. Shells, rocks, or seeds also can be used for a categorization activity.

about what they are doing, to ask good questions and to help each other in the activity. Making the choices required for categorization is a decision-making, problem-solving process.

## MATH CENTER

### ACTIVITY AND INSTRUCTIONS

### COMMENTARY

#### 1. Matching Objects With Correct Number

The teacher provides two sets of pictures and numbers. Each set has pictures of objects (in varied numbers for each type) on one sheet, and numbers on the other sheet. Three paste jars, four pairs of scissors, and crayons also are provided at the center to allow for sharing of materials. The children are instructed to choose one of the two sets of pictures and numbers. They are told to cut out the numbers and paste them in the appropriate spaces under the pictures. If the children prefer, they may write the appropriate number under each picture.

Children work independently after instructions are given. Children are encouraged to discuss the activity in either language as they work. Two sets of pictures and numbers encourages making choices. Some children will choose to do both. Children should be praised for helping one another and for translating from one language to another.

#### 2. Counting

Counting, using information on the Birthday Chart.

The teacher provides a tape recorder with recorded directions, the class Birthday Chart (the months listed, with names of the children whose birthdays fall in particular months) a chart with months listed in rows, and pencils. The teacher selects a leader to operate the tape recorder. The children are directed on the tape to do a particular task after turning off the recorder. The taped message may be in either language, with children strong in the language, interpreting the message for those who need help. The task

This activity encourages development of leadership skills and cooperation. Children should be reminded that good listening is important. Graphs can be prepared later to present the information in visual form.

may be to count the number of children with birthdays in January, and then record the answer in the appropriate space on the chart. The teacher should continue to direct the children through as many months as possible on the taped directions. The directions should be tailored to the abilities of the children. For those children who wish to continue, the teacher should provide more advanced activities. The other children should be given another simpler activity at the center.

### 3. Problem-Solving

Children can be requested to solve problems with the information collected in the birthday counting activity. For example in English: "How many more have birthdays in March than in February?" For example in Spanish: "¿Cuántos cumplen años en enero y abril?"

The children themselves can write these problems, though initially they may need some adult guidance.

### 4. Estimating Numbers

Guessing which of three jars has the most beans (or shells, etc.)

The teacher provides three small jars, prepared beforehand, of different shapes. The jars are identified by number or color and one holds more than the others. It is important that no jar holds a number of beans higher than at least one-half the children can count. The teacher instructs each pair of children (the list of pairs has been prepared beforehand) to guess the number of beans in each jar. Then, the teacher records the guesses beside each respective pair of names on the chart. The beans

Teacher supervision is needed the first time the children do this activity. Some math skills should be acquired before this activity is tried. Also, some experience in working in groups is a prerequisite for this activity. The children must take turns, share, make choices and help each other. Children should be encouraged to discuss the activity together, and to use appropriate vocabulary – more, less, same, or *más*, *menos*, *igual*. The vocabulary might be written ahead of time on a large chart near the group activity. If the activity is done in Spanish, a Spanish-speaking child may act as leader.

are replaced and each pair takes a different jar and counts the number of beans in that given jar, etc. This is a check on the first count.

#### 5. Estimating Volume

Volume may be used in this activity. The children may guess how many cups are in three large containers. Rice, sand, or water is used in the containers. The teacher provides measuring cups for the check.

The teacher should encourage children to use appropriate vocabulary as they engage in and discuss this activity. Again, a chart with a vocabulary list appropriate for the activity is a good technique for eliciting language.

#### 6. Counting

Counting objects in the room.

The children are provided with a tape recorder and tape, on which has been placed a pre-recorded message in Spanish or English. One child has been instructed to start the tape. The message directs the small group to count the number of a given thing in the group (or in the room). For example, "How many boys have brown shoes?" or "¿Cuántas niñas tienen zapatos negros?" Then, when the counting is finished; they are instructed to write the correct number on the sheet provided. The tape instructs them to turn the recorder off and come back for more instructions when this assignment is finished.

Little teacher supervision is necessary. Leadership is stressed. One child operates the tape recorder and writes the numbers. Some instruction in leadership should take place before this type of activity is introduced.

Children are encouraged to help one another with the language and to count in both Spanish and English. As the tape recording continues, the group is led through several counting activities around the room. such as: How many children have black hair? How many girls have on knee socks? and so on. Graphs can be made from this information following the activity.

#### 7. Measurement and Following Directions

Following a recipe and using measuring skills, for making Mexican "Cocido" soup.

The children are instructed to dis-

The teacher directs the entire operation, but provides for some leaders in the small groups to assist her. Both languages can be encouraged and reinforced in naming and measuring the

cuss how each group can take part in making the soup, preparing vegetables, stirring, measuring and serving. A recipe is written on a large chart and read aloud by the teacher or a child. Each group can do a part: One group prepares green beans, carrots and corn; another group prepares zucchini, onions and garlic; another group measures out broth (and beef, prepared earlier) and starts it boiling, sets out spoons and cups for the class; another group sets the table with napkins and place mats. All the vegetables are put in the boiling broth. While the soup cooks, the individual groups clean up, put away tools, and assemble in a large group to write an experience chart. After eating the soup, the chart can be finished and displayed.

ingredients as well as discussing the appearance, odor and taste. The teacher should use this experience as an opportunity to acquaint children with aspects of Mexican culture — i.e., special foods. Discussion about favorite foods should be encouraged and children should be helped to understand something about the influence of one's culture on eating habits and other behaviors. A large English or Spanish chart with the written recipe and another chart listing vocabulary for talking about the experience should be displayed. Children should be encouraged to use the new words to describe the food, the cooking and the tasting.

#### 8. Measurement and Following Directions

Following a recipe for making play dough.

The children are provided with measuring cups, salt, flour, water, food coloring or powdered paint, and picture recipe posted at the center. The children are instructed to discuss how six children can take part in making the play dough. This is done with the teacher's assistance. After this has been decided, the water, salt and flour is measured into a bowl and then passed around the group for thorough mixing.

Both languages can be encouraged and reinforced in naming and measuring the ingredients as well as in discussion of appearance, odor, and feel. When the play dough has been mixed, clean-up takes place, before each child gets 1/6 of the dough with which to play.

## 9. Measurement and Following Directions

In a similar manner a Mexican breakfast can be prepared by five groups:

one group prepares the Huevos Rancheros

one group prepares the tortillas

one group prepares the sausage (chorizo)

one group prepares the chocolate

one group prepares the table for eating

An adult should be present in the groups using a hot plate. After discussing the remaining jobs with the other groups, the adults may allow the children to carry on alone. This is an excellent time to enlist the aid of upper grade children and/or mothers.

## 10. Making Equations

Arranging objects to make addition problems.

The children are provided with six small bags which contain varied amounts of rocks or beans. Each child is instructed to open a bag and arrange the rocks into an addition problem. The teacher assists in recording the equations on paper after the rocks have been arranged. The rocks may then be rearranged into different equations and the same procedure followed.

Again the teacher should point out that culture influences food choices, stressing the value of learning about the foods of various cultures. All of these cooking experiences offer opportunities for teaching many math skills, such as measuring, weighing, fractions, and problem-solving, in addition to language. Talking about the experience and using new vocabulary is important.

This activity requires initial teacher supervision. As math skills are learned and as leadership skill is practiced, this activity can be used without teacher supervision. Children are asked to help and teach each other. The Spanish speaking children can teach the others the Spanish words for the numbers.

## 11. Classification - Things That Float and Things That Don't Float

Learning about things which float and sink, and recording the findings.

The teacher provides a dish pan of water, many objects, some that float and some that sink; a towel; two large cards, one with the word "Float", the other with the word "Sink"; or, if the activity is to be conducted in Spanish, "Flotar" and "Hundir". Discuss the meanings of the words float and sink. Children are directed to take turns placing objects in the water. Before his turn, each child guesses the result of placing his object in the water.

Adult supervision is needed for recording guesses. The children are encouraged to ask questions and to help the teacher in answering the questions which occur. Group discussion is important for this activity. The teacher should use concepts of "same as" and "not the same as". As children comment on results, the teacher writes down their comments in both languages. When all objects are tested, the comments should be separated and placed on the two cards and displayed with the charts made during the lesson. The teacher should encourage the children to bring things to school to add to the two sets.

## MUSIC/LISTENING CENTER

### *ACTIVITY AND INSTRUCTIONS*

### *COMMENTARY*

#### 1. Listening for Relaxation

Listening to familiar songs learned in class.

The teacher provides a tape recording of familiar Spanish and English songs, and/or a tape of songs sung in music class or in music presentations. This will provide a review of words and songs, as well as be a relaxing change of pace for the children. A student is chosen to operate the equipment.

Children strong in one language may interpret for the others. The translation activity offers opportunities for leadership and peer teaching. Children are encouraged to discuss their preferences in both languages.

#### 2. Coordinating Listening and Reading

Listening to a record while following the story with an accompanying book.

The teacher provides a record, headsets, and a book (several of the same book – the Bowmar Series in English and Spanish is excellent).

The children are instructed to listen to the record with the headsets, and to follow the book which goes with it – turning the pages as the record directs. Pairs of children are selected to share books. One of each pair is responsible for turning pages; the children later may draw a picture of illustrate the story.

Peer teaching is promoted in this activity. Being a good listener is stressed. Bilingual students are encouraged to teach Spanish words to their non-Spanish speaking partners after they have listened to the story. While instructing children about the drawing, the teacher reminds the children that all the pictures can be different and that everybody has his own ideas. Uniqueness and originality should be reinforced.

#### 3. Classification-Musical Instruments

Categorizing musical instruments that resemble the Mexican instru-

Children must share, take turns and help each other. The teacher should



ments studied: the guitar, maracas, and castanets.

The teacher provides a display — a guitar, maracas, and castanets, as well as pictures of musical instruments (magazine pictures), paste, glue, thumb tacks, and scissors. Children are instructed to find pictures of instruments and categorize them into kinds played like a guitar (plucking strings), kinds played like castanets (hitting together), kinds played like maracas (shaking). The pictures found may be pasted in *Our Music Book*, or tacked on the display board near the instruments.

Extension: **OT** classification of instruments

The children study instruments which are blown or struck and listen to recordings with horns, woodwinds, and drums. The above activity is continued after these instruments have been discussed, played and classified.

#### 4. Free Choice Listening

Making choices in listening.

The teacher provides a large selection of Spanish and English recordings.

The children are instructed to select, as a group, what they wish to hear, and make other choices as time permits. A leader will help keep track of decisions and will operate equipment.

encourage them to talk in both languages about what they are doing. New vocabulary may be presented on a large chart and children are encouraged to use these words. Children should learn that cultural differences are reflected in music and that these cultural differences are valuable — that people learn from one another through these differences.

Children must make group decisions. The leader helps the group in the decision-making process. This activity offers further opportunity for children to grow in cultural awareness as they compare English and Spanish music and talk about their musical preferences in both languages.

## 5. Learning About Musical Instruments

Learning about Spanish instruments – guitar, maracas, castanets.

The teacher provides a record of Mexican folk songs, which use guitars, maracas, and castanets, and have a display of the same three instruments.

The teacher listens to the records with the children (approximately 10 minutes). When finished, the group discusses in either language the display of instruments, bringing up such questions as – ¿Oyeron este instrumento en el disco? ¿Cómo se usa? What is this made of? Have you seen others? Where? How is it used? The teacher demonstrates the use of each instrument. Children should be allowed to try each instrument. The group compares instruments: Do these sound alike or different? How does this sound? Why do the castanets make a different sound from the guitar? The teacher then plays a game with the children taking turns closing their eyes to guess which instrument is being played.

This activity is completely teacher supervised. It affords wide opportunity for oral language development and for Spanish speakers to relate experiences regarding Mexican music. Language is written down on an experience chart.

## 6. Sound Discrimination

Determining the number content in each of three boxes, by shaking them and listening.

The teacher provides three salt boxes (or large band-aid boxes) filled with beads (or buttons or rocks). One bead is put in the first box, 4 in the second box, and 10 in the third box. The teacher

Children discuss the activity and talk about how they make their decisions. Question-asking can be encouraged and vocabulary development in both languages occurs as children attempt to use words appropriately – more, less, most, heavier, lighter, noisier, softer or *más*, *menos*, *más pesado*, *menos ruido*, etc. These words can be listed on a chart near the center and

explains to the group about the number of objects in the boxes. A checks his guess, the activity is repeated with another child who shakes the second box. The teacher then mixes the boxes and lets each child try the second box. The boxes are rearranged and each child shakes and arranges them in order, 1-4-10, – least, more, most or *menos, más*. The teacher allows all the children to experiment with boxes and arrange them. A short sound discrimination record is played at the listening post.

children encouraged to use them appropriately.

## ART CENTER

### ACTIVITY AND INSTRUCTIONS

### COMMENTARY

#### 1. Scrap Art

Making things with scraps.

The children are provided with a pile of trimmings, buttons, feathers, small pieces of fabric, bottle tops, glue, paper and brushes. The children are instructed to use the scraps in any way they wish.

This activity should be guided by an adult the first time it occurs, but can be independent subsequently. During the activity children are encouraged to discuss what they are doing and their reactions to the experience. They may be asked to close their eyes and describe the textures of the materials being used. Children in this activity have opportunities to choose among a variety of materials. The teacher should emphasize that *everyone* makes his own choice. Children are encouraged to talk about what they are doing in both languages. Following the activity, the children may be asked to show their products to the rest of the class and to comment about them. The teacher should write down these comments and display them later with the products. The teacher also should emphasize the uniqueness of each product and encourage and reinforce individual differences.

#### 2. Painting

Painting with tempera.

The children are provided with two colors of newsprint and two colors of paint with six brushes in each. This will eliminate waiting for any particular color paint. The children are instructed to paint anything of their choice.

During evaluation children are asked to talk about their pictures with the group. Their comments can be written down and displayed with the pictures. Again *differences* are discussed to help children understand the value of the individual differences and of each person making his own choice about what to paint.

### 3. Clay Modeling

Experimenting with clay and a variety of design objects.

The children are each provided with a large ball of potter's clay and can find a variety of things to use with clay, such as bottle caps, rolling pin, etc.

The children are instructed in the ways they may wish to use the clay – rolling it, punching it, shaping it, making designs.

Children are encouraged to use descriptive words (both Spanish and English) as they work with the clay. During evaluation time they are asked to display their clay work to the class and to describe what they have made. Their comments may be written down on experience charts. The teacher should discuss the differences among the children's clay designs and emphasize the importance of these differences. Praise children for originality.

### 4. Printing

Printing with pre-carved vegetables, erasers, or spools – some with Mexican designs on them.

Pre-carved vegetables (potatoes and carrots), other objects, and a tray of thick paint are provided. Children are instructed to select any of the printing objects (pre-carved vegetables) and print with them on newsprint.

While giving instructions, the teacher may discuss the significance and differences in these Mexican designs. The children should be encouraged to experiment, and plenty of paper should be available. This work can be shared during evaluation time. Lists of descriptive words in both languages should be displayed near the activity on charts. Children are encouraged to use these words and talk about what they are doing.

### 5. Weaving

Weaving, with colored strips and slitted paper to make Mexican place mats.

The teacher displays a Mexican saddle blanket, a rug and a place mat. Thin colored strips of paper (from 9 x 12 paper) and large colored paper with slits in it are provided.

The children are instructed to weave the strips through the slits. Re-usable commercial weaving sets

A discussion should precede the activity, in which the teacher can encourage and reinforce talking about the experience. Children should help each other and share materials. Children should be praised for cooperation and for talking about the experience.

may have been tried in an earlier art center activity. This weaving will produce the place mats for the Mexican fiesta.

## 6. Musical Instruments

Making musical instruments which resemble Mexican ones studied in the music center.

The teacher provides a variety of containers for making maracas, drums and stringed instruments: salt boxes, or small sturdy cardboard boxes, beans, tape (for sealing), paint, brushes, dowels, oatmeal boxes, or ice cream cartons, cigar boxes, rubber bands.

The children are instructed to make instruments: maracas with salt boxes (or other small boxes), drums with oatmeal boxes, stringed instruments with cigar boxes.

These can be used in the Mexican fiesta. This strengthens the children's interest and understanding of the Mexican culture. Children work in pairs and help each other. Cooperation and sharing are stressed. This is another activity which can elicit a lot of language, both English and Spanish, from the children. A posted chart listing descriptive words is helpful. Children are encouraged to use the words as they work.

## 7. A Piñata

Making a piñata.

The children are provided with pre-cut colored tissue, a base (maybe a gallon ice cream carton) feathers, odds and ends, brushes, and glue.

Many opportunities arise for sharing and making choices. As children discuss the activity, new vocabulary can be introduced by the teacher or by a written vocabulary chart displayed nearby. Spanish names for animal-shaped piñatas can be taught to the non-Spanish speaking by the Spanish speaking children.

## 8. Finger Painting

Experimenting with finger paint.

The teacher provides smocks, paper (two colors), measuring sponges (two), finger paint, water

This requires teacher supervision the first time. But as leadership skills are learned, the small group can work alone. The class should discuss the term experiment or experimento and

(for cleanup) and a place to display finished paintings.

The children are directed to wet the paper with a sponge, choose a color (of paint) and place one measureful on the paper. The teacher should encourage the use of the whole hand.

the teacher should encourage use of both languages in describing this term. Oral language skills may be developed by encouraging children to discuss the activity as they work. Children's words can be written down on a chart. The teacher should praise effort and point out innovative procedures. The display can be labeled: Our Experiment, "Nuestro Experimento".

## 9. Mobiles

Making mobiles with colored tissue paper.

The teacher provides tissue paper in varied colors, waxed paper (9 x 12 sheets), warm iron, and thread.

The children are instructed to tear or cut off bits of tissue paper and arrange them on a sheet of waxed paper. After determining the arrangement of the design, a second sheet of waxed paper is placed over the tissue design and pressed with a warm iron. After each child has made his design, thread is attached to each design and hung like a mobile.

The teacher may select a leader to help with the ironing. The teacher should stress language development with the descriptive words used: mobile, tissue, design, arrangement, balance. An experience chart can be made to describe the activity. Children are urged to be original – everyone's product should be different.