

Advance Biliteracy with Word Study

My World in Print

Students will:

- Study environmental print in the world around them
- Divide the words into syllables
- Work with peers to compare syllable patterns in

Before Activity

- Send note home to parents asking students to select a label (environmental print) from an item they like to eat or an advertisement that represents their culture, and be prepared to share online.
- Create a collaborative document or post the environmental print and continue to use for syllabication exercises.
- Prepare an example to share with students.

During Activity

- Explain to students that cognates are words in Spanish that have some similarity in spelling, meaning, and pronunciation.
- Introduce 3-5 cognates in Spanish that are familiar to the students. Present each one in Spanish and ask them to think of a similar sounding word in English.
- Visually display the Spanish and English cognates in order for students to see and hear the similarities between both words.
- Read from the text and strategically stop at the cognate. Ask students if the word reminds them of a word they might already know. Continue to read and write the responses until the list of cognates increases to 8-10 cognates.
- Ask students how being able to identify cognates might help them become stronger readers.

Grades: K-2

Domains: Reading, Speaking

Grouping: Pairs, Full Classroom

High Support:

Review Spanish syllabication rules in a small-group setting prior to the activity.

Moderate Support:

Provide a student the opportunity to be the teacher and divide syllables presented by a peer as the class chants syllables.

Light Support:

Allow student to lead peers in the syllabication chant.

Quick Tips

- Have a variety of labels on hand that reflect the cultures of the students for those who have forgotten theirs.
- Expand the label search to other aspects of their world such as restaurants, toys, books, and places.

Watch Out For

- Consider that younger students may express their likes and dislikes regarding a peer's label in a negative manner. Display sentence frames on the screen to lay the foundation for sharing respectful opinions.
- Some students may be unfamiliar with the labels their peers share. Model what active listening looks like when one is unfamiliar with the topic, and provide sentence frames for clarifying questions if needed.

Dual Language Teaching Tips

- Students can present to their peers in their native language, if needed.
- Syllabication chanting using environmental print helps reinforce listening and reading skills more effectively than having students read syllables in isolation from a chart.
- Some students may identify with English sounds; the teacher can use those opportunities to compare and contrast the phonemes between the languages.

Evidence of Success

- Students participate in a discussion of the syllables for each word.
- Students are able to identify the number of syllables and common sounds.
- Students individually recognize syllables they have practiced in the other texts