

# Dual Language Weekly Focus

## Bilingual Learning Centers (PK-2)

Bilingual Learning Centers (BLCs) are designated areas in the classroom where students **learn together** (bilingual pair) with **one activity** and independent from the teacher. Activities in the BLCs provide opportunities for L1 and L2 acquisition and content learning is reinforced, as there are English and Spanish activities in each BLC regardless of the Language of Instruction for that content area. At minimum a PK-2 DLE classroom should have a BLC for **each** of the core subject areas: reading, math, science and social studies. BLC activities should complement skills learned during content instruction and provide on-going reinforcement of grade level standards. For math, science & SS BLCs, a 3:1 ratio of activities in LOI is desired to support LOI. Third grade teachers will create Bilingual Resource Centers but may choose to utilize Bilingual Learning Centers as well.

### Management Suggestions:

- ★ *Planning Pocket Chart*
- ★ *Magnetic Boards*
- ★ *Student Contracts*
- ★ *Color-Coded Boards and Clothespins*
- ★ *Velcro Boards*
- ★ *Students may rotate every 15-20 minutes*
- ★ *Teacher may provide a signal such as a ringing bell, chimes, lights*
- ★ *Limit choices and materials at centers so that the students are not overwhelmed*
- ★ ***Provide task cards to explain what students are to do (some in English and some in Spanish.)***

### Possible Materials for Centers:

- ★ *Paper, pencils, markers, crayons*
- ★ *Leveled Books and Trade Books for content areas*
- ★ *Games (teacher made and/or store bought)*
- ★ *Manipulatives and cards*
- ★ *Audio cassette players and overhead projectors*
- ★ *Computer games, software, internet*
- ★ *Timelines, pictures of people and places,*
- ★ *Graphic Organizers such as Venn Diagrams, Sequencing Charts*
- ★ *Poems/sentences for pairs to put in order*
- ★ *Magnetic Letters and numbers*
- ★ *Magnifying glasses, natural materials, objects to classify,*
- ★ *Experiments*

### Language Development:

- ★ *Students work in centers in bilingual pairs/groups (listening and speaking)*
- ★ *Opportunities for grade appropriate reading and writing in each center*
- ★ ***Teacher provides directions to the class in the Language of the Day to the extent possible\****
- ★ *When students need teacher support, the teacher uses the **language of the activity\*** the students have selected to provide clarification*

### Learning Centers are **NOT**:

- ★ *Teacher Mandated Activities*
- ★ *Ditto Driven Activities*
- ★ *No-Noise; Quiet Activities*
- ★ *Places where students receive direct instruction from the teacher*
- ★ *Impossible tasks that students cannot do independently*
- ★ *Busy Work*

\*ESL partners working with students in the Dual Language Program are encouraged to use Spanish to the extent possible on Mondays, Wednesday and Fridays. All Dual Language Classrooms should reflect a bilingual/biliterate environment including labels, student-generated alphabets, word walls and BLCs in both languages regardless of the Language of Instruction for the classroom. Collaboration among Dual Language teachers is encouraged so that both languages are represented equally.