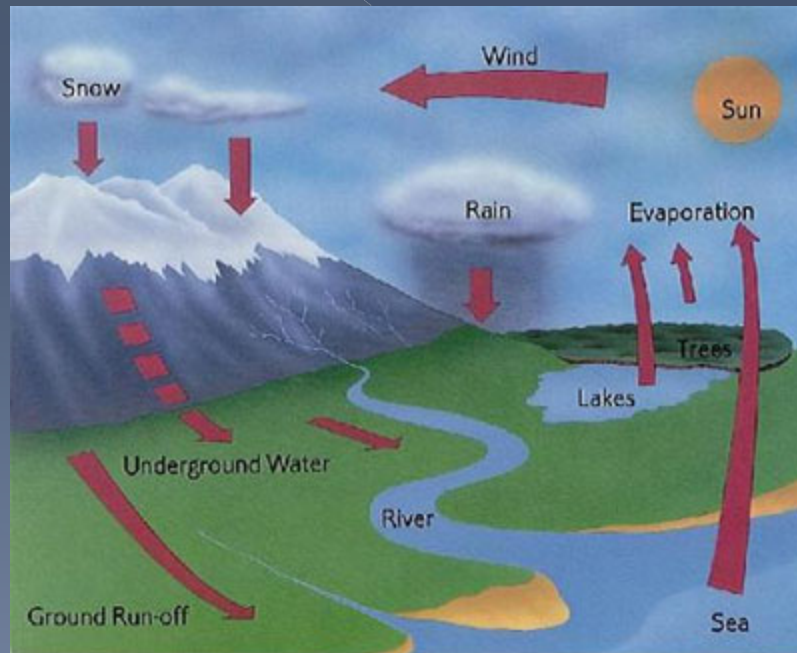


Trina Lynn Vallone, M.A.

CULTURE IN THE CLASSROOM: A STRENGTH PARADIGM

Five Strategies in Fifteen Minutes!!

- Scaffold instruction by using gestures and visuals.



Five Strategies in Fifteen Minutes!!

- Dichos Dictionary:

<p>Dichos:</p> <p>Quien con el lobo se junta a aullar aprende.</p>	<p>English:</p> <p>He who with the wolf associates, to howl learns.</p>
<p>Draw a Picture.</p>	<p>Say it in your own words.</p>

More Dichos.....

- ◉ **Hijos de tigres tienen que salir pintitos**
 - > *Children of tigers must be stripe*
 - > The apple doesn't fall far from the tree.
- ◉ **Perro que no camina, no eucuenta hueso.**
 - > Dog who doesn't walk, doesn't find a bone.
 - > American: The early bird gets the worm.
- ◉ **Poco a poco se anda lejos.**
 - > *Little by little one goes far.* Frequent small steps can accomplish the feat.
 - > American: The Tortoise and the hare: *Slow and Steady wins the race.*
- ◉ **Si Quieres el perro, acepta las pulgas.**
 - > *If you want the dog, accept the fleas.* If you wanted something don't complain about it once you get it.
 - > American: Be careful what you ask for; you might just get it.

Five Strategies in Five Minutes!!

What Is That Sound? ESL Listening Game

- ◎ Objective: Students will listen and describe what they hear using verbs.
- ◎ Sit students outside in a circle.
- ◎ Have everyone close their eyes and listen for awhile.
- ◎ Ask students: What did you hear?
- ◎ Student respond in English Ex: "I hear a dog."
- ◎ Advanced students can repeat what their neighbor says.
- ◎ Source: The Internet TESL Journal, Vol .IV, No. 8, August 1998 <http://iteslj.org>

Five Strategies in Five Minutes!!

- Use a structured poem to scaffold writing
- Scaffold:
 - > 1st read the poem together as a class several times.
 - > 2nd Ask students to act out the poem in groups.
 - > Have ½ the students read the poem and the other class act it out. Repeat several times & Have FUN!!
 - > After spending a few days on the poem make a scaffold by eliminating certain words of the poem. In pairs, allow students to fill in the blank with pictures or words, which are provided.
 - > After students are VERY familiar with the poem, put students into pairs and have them write their own poems.
 - > Allow students to share their poems with the class. Encourage students to put aspect of their own culture in the poems.
 - > Collect all the poems and construct a book. Put the book in the library.
 - > Have FUN and enjoy the poem!

Alligator Pie

by: Dennis Lee

Alligator pie, alligator pie,
If I don't get some I think I'm gonna die.
Give away the green grass, give away the sky,
But don't give away my alligator pie.

Alligator stew, alligator stew,
If I don't get some I don't know what I'll do.
Give away my furry hat, give away my shoe,
But don't give away my alligator stew.

Alligator soup, alligator soup,
If I don't get some I think I'm gonna droop.
Give away my hockey stick, give away my hoop,
But don't give away my alligator soup.

Alligator Pie

by: Dennis Lee

Alligator _____, alligator _____,
If I don't get some I think I'm gonna _____.
Give away the _____ grass, give away the _____,
But don't _____ _____ my alligator pie.

Alligator _____, alligator _____,
If I don't get some I don't know what I'll _____.
Give away my _____ _____, give away my _____,
But don't _____ _____ my alligator stew.

Alligator _____, alligator _____,
If I don't get some I think I'm gonna _____.
Give away my _____ _____, give away my _____,
But don't _____ _____ my alligator soup.

Mission

District Mission

- Bilingual and Bicultural

Program Model

- Dual Language

Instruction

- Includes standards for 1st & 2nd language acquisition.
- Promotes equal status of both languages
- Sensitive to cultural and linguistic backgrounds of students-- Instruction in one language builds on the concepts learned in the other language.
- Teachers use a variety of strategies to ensure comprehension.
- Source: Center for Applied Linguistics (2007) *Guiding Principles for Dual Language Instruction*

Discussion on Program Models

What is the goal?

Model Continuum

- ◎ Assimilation-----Multiculturalism
- ◎ Subtractive-----Additive
- ◎ English Only-----Dual Language
- ◎ Submersion-Transitional-English Immersion-Dual Language-
Two Way Immersion

District DL Mission

To provide a world class education where children will become bilingual and biliterate in Spanish and English while developing an understanding and an appreciation of all cultures.

SINK OR SWIM



Models: Transitional

- ALL INSTRUCTION IS IN ENGLISH. Can be Push-In or Pull-Out
- Native language support is provided until the goal of L2 proficiency is achieved.
- Usually, students have three years with native language support.
- Does not involve monolingual students of the dominant language.
- Considered to be a Deficit Model-Unless there is an extended native language maintenance component.

English Immersion and Two Way Immersion

◎ Immersion:

- Second and subsequent languages are best internalized in a manner that simulates first language acquisition.
 - Language is not explicitly taught; rather, context embedded content area instruction is provided in a second language.
 - Highlights the integration of language and content
 - Source: Reyes & Vallone (2007)

Communicative vs. Academic English

- BICS: Basic Interpersonal Communication Skills (Develops quickly)
- CALP: Cognitive/Academic Language Proficiency (5-7 yrs.)

Culture in the Classroom

- ◉ Culturally Responsive Pedagogy
 - › Draws on students' identities and backgrounds as central to the formation of meaning
 - › Validates prior knowledge and cultural heritage
 - › Considers Native language of learners
 - Vallone & Reyes (2007)

CONSTRUCTIVISM



Where will it take you?

The Universal Chicken

- Validates cultural background of students
- Academic content and students' cultural backgrounds are infused.
- Taps into prior knowledge



CULTURAL “GENOGRAM”



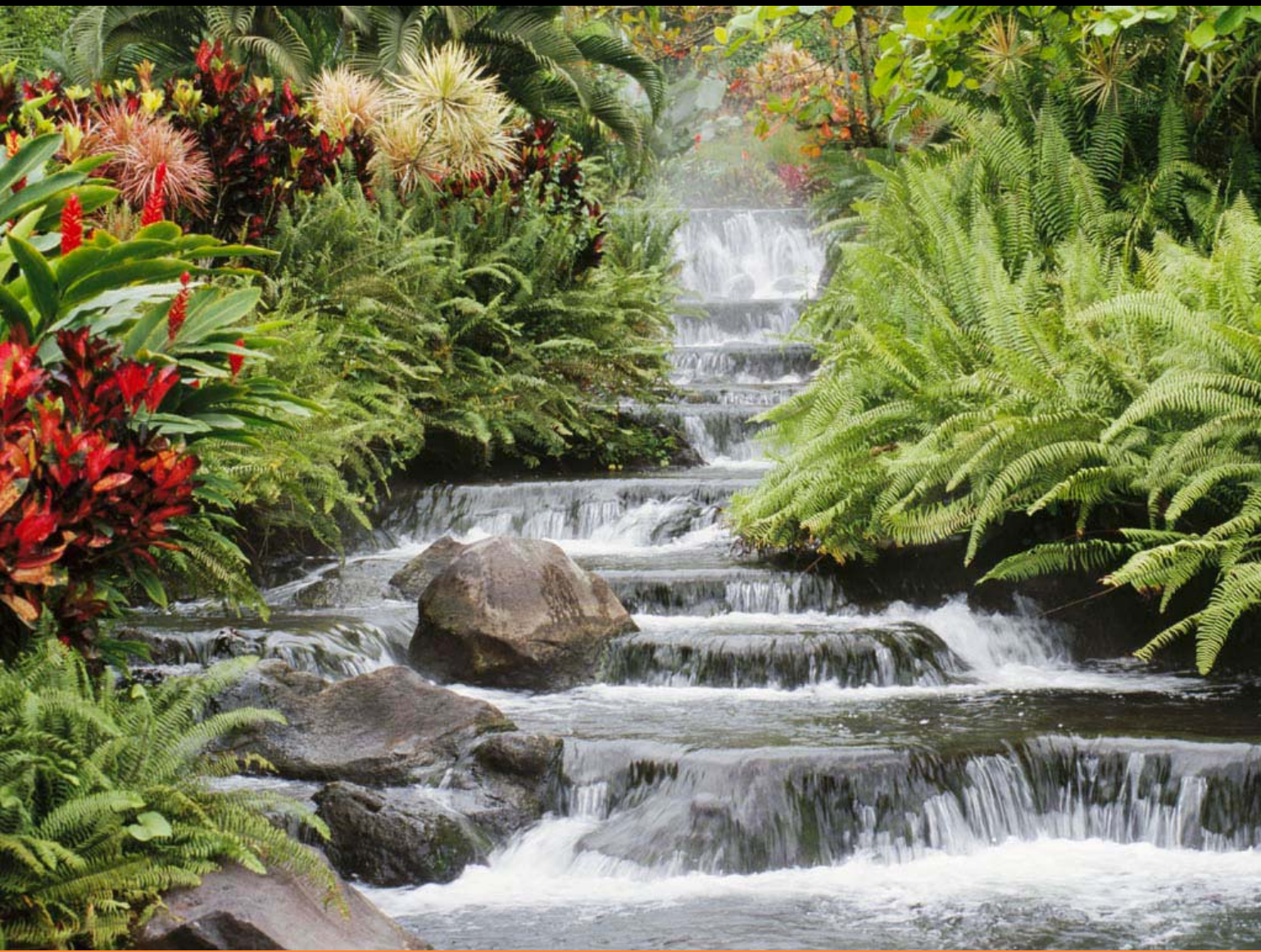
- ▣ Validates student’s cultures
- ▣ Many opportunities for integration of academic content

ORAL HISTORIES



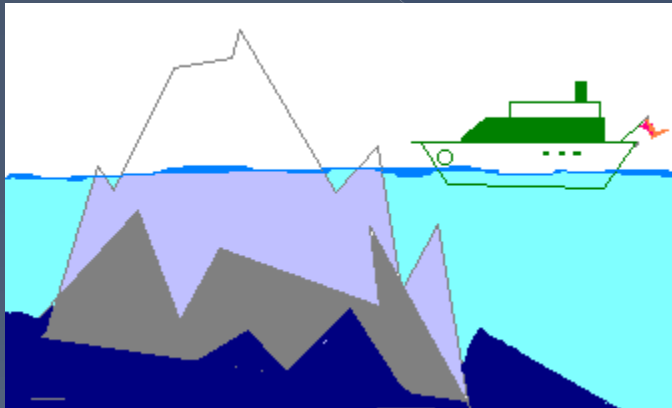
Source: Olmedo ; Reyes & Vallone

BREAK



Culture

Source: www.culture-at-work.com/iceberg.html



Traditions and Culture

- Las Mananitas – The Birthday Song!!
Estas son las mananitas que cantaba el Rey David
A los muchachos bonitos se las cantamos aqui
Despierta, muy bien, despierta
Mira que ya amanecio
Ya los pajarillos cantan
Y la luna ya se metio
Que linda esta la manana en que vengo a saludarte
Venimos todos con gusto y placer a felicitarte
El dia en que tu naciste nacieron todas las flores
Ya viene amaneciendo
Y a la luz del dia nos vio levantarte de manana
Mira que ya amanecio

Traditions and Culture

Las Mananitas: The Birthday Song!!

These are the mornings

That used to sing Kind David

To the good looking guys we sing them here.

Wake up, wake up very well

Look, it's already dawn

The birds sing already and the moon has already put in How

How beautiful is the morning in which I came to say hello

We all come with pleasure to congratulate you On the day
that you were born

All the flowers were born

In the baptism line all the nightingales sang

It's already dawn in the daylight it saw us wake you up

Look, it's already dawn

Las Mananitas:

<http://www.youtube.com>



Traditions and Culture

- ◉ Dia De Los Muertos: Day of the Dead
- ◉ Cinco De Mayo
- ◉ Our Lady of Guadalupe
- ◉ Quinceanera



Our Lady of Guadalupe Church – Mexico City



Cross Cultural Communication

- ◉ You must know yourself first.
- ◉ What surface and deep culture is part of your life?
- ◉ Listen deeply.
- ◉ Be willing to consider others' viewpoints.
- ◉ Realize that each of us have received cultural messages.

Time for Website Reviews

- ◉ <http://eslcafe.com/>
- ◉ www.rong-chang.com
- ◉ <http://coe.sdsu.edu/people/jmora/MoraModules/ELDinstruction.htm>.
- ◉ <http://www.everythingESL.net/>
- ◉ <http://www.apples4theteacher.com/esl-games/spanish/>
- ◉ <http://http://www.trentu.ca/academic/modernlanguages/spanish/masariba/>
- ◉ <http://zonus.marlboro.edu/~jmconn/capstoneproject/index.html>