

## Ch. 9 A Kindergarten Biliteracy Unit

Date: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Materials needed:

Meeting 9		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Reflect on “savory” teaching moments					
2	Evaluate sample Kindergarten unit					
3	Compare and contrast Literacy Squared and current teaching practices					
4	Self-assess learning (core concepts) <i>or</i>					
	Plan for ongoing dialogue, professional development (PD), and peer support					

### START HERE

**Facilitator:** Welcome members to the meeting.

**Time Keeper:** Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

**Recorder:** Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

**Facilitator:** Review the Meeting 9 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any of the activities that specifically and directly contribute to the LC goals established in Meeting 1. Add the LC goal number next to the activity(s).

## Attendance

Facilitator(s)

\_\_\_\_\_  
\_\_\_\_\_

Time Keeper

\_\_\_\_\_

Recorder

\_\_\_\_\_

Other Participants

\_\_\_\_\_  
\_\_\_\_\_

**Activity 1: Reflect on “Savory” Teaching Moments**

**Facilitator:** Ask participants to (re)read the quote by Ingrid Knudson on page 146. Then ask them to share examples of teaching moments where they were “savoring the lesson.” Encourage volunteers to describe the teaching context and what made it so enjoyable for them (and engaging for students).

Next ask participants how often these moments happen. How do they see (or not see) the Literacy Squared approach creating more opportunities for the “teaching in depth” that Ingrid describes?

**Activity 2: Evaluate Sample Kindergarten Unit**

**Facilitator:** Remind participants that Chapter 9 provides a sample biliteracy unit. Ask them to scan the unit and sample student work.

**Time Keeper:** Set a time limit for this task.

**Facilitator:** Have the group look at the Observation Protocol on pages 187 and 188. Explain that this protocol is provided to support the planning and evaluation of biliteracy lessons/units.

Ask participants to work with a partner and use the protocol to closely examine the example lesson provided in the chapter. Encourage pairs to identify elements of the unit that align with the practices listed in the protocol and note where there may be gaps (not all elements on the protocol will be in every lesson or unit).

**Time Keeper:** Set a time limit for this task and a signal for when the group should reconvene.

**Facilitator:** Invite volunteers to share what they discussed, focusing on what they found interesting, surprising, or informative. When participants mention gaps in the plan, ask them to share why they think the authors might have deliberately made the pedagogical decision not to include them.

**Activity 3: Compare and Contrast Literacy Squared and Current Teaching Practices**

**Facilitator:** Draw participants’ attention to the first bullet point under Questions for Reflection and Action (p. 154). Ask participants to work with their partner from Activity 2 to compare and contrast how they currently teach Spanish and/or English and how the authors planned and implemented their lesson and session(s).

**Time Keeper:** Set a time limit for this activity and a signal for when the group should reconvene.

**Facilitator:** Ask volunteers to share their findings. Then ask the group to consider the third bullet point under Questions for Reflection and Action (page 154). Ask participants to share what they do (or will) consider when choosing texts for their own units of instruction.

**SKIP to CLOSING ACTIVITY 4 and WRAP UP if group will NOT meet for CHAPTER 10.**

**Activity 4: Self-Assess Learning (Core Concepts)**

**Facilitator:** Have participants to individually scan the glossary on pages 181–185. As they scan, ask them to check off all the terms they feel comfortable with (i.e., ones that they know or understand) and circle any term(s) that they are unsure they know or understand.

**Time Keeper:** Set a time limit for this task.

**Facilitator:** Ask participants to find a partner and compare/discuss the terms they circled (those they were unsure of). If necessary, encourage partners to ask other pairs for help so that all participants develop a deeper understanding of the term and/or how it applies to teaching.

**Time Keeper:** Set a time limit for this task and a signal for when the group should reconvene.

**Facilitator:** Ask if there are any terms that require further discussion/explanation. If so, brainstorm resources that might help further clarify the terms.

**Recorder:** If members would like, take notes on any resources mentioned and share the information with the group after the meeting.

**WRAP UP**

**Facilitator:** Ask members how much of each activity was achieved and note the results on the chart.  
Remind members of the next meeting day/time.  
Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.  
Discuss which chapter(s) need to be read before the next meeting

**Time Keeper:** Note end time.

**Facilitator:** Thank members for attending the meeting.

**USE this ACTIVITY and WRAP UP if the group will NOT hold MEETING 10.**

**Closing Activity 4: Plan for Ongoing Dialogue, Professional Development, and Peer Support**

**Facilitator:** Ask the group if they would be interested in maintaining the *Biliteracy from the Start* LC—in some format—after today’s meeting. Some possible formats include monthly or bi-monthly in-person meetings, online meetings, and/or discussion boards.

Encourage group to discuss the different formats and decide, if they do want to continue, which to use and how it will be managed and supported.

**Recorder:** If members decide to continue the LC in some form, take notes on the plan and share the information after the meeting.

**Facilitator:** If the group decides not to continue as an LC, ask members to share how they will individually build on what they've learned in this professional development (PD) group. For example, they might seek additional PD offerings through their school and/or district, join an online community, read additional books (start a new book club), keep a journal, and/or go back through the book and try to answer all the questions at the end of each chapter.

**WRAP UP**

**Facilitator:** Ask members how much of each activity was achieved and note the results on the chart.  
Ensure that if the group has decided to continue working together, that specific tasks and timelines have been assigned to individuals.

**Time Keeper:** Note end time.

**Facilitator:** Thank members for participating in the LC and encourage them to continue the conversations and practices covered in the LC.