Ch. 10 Grade 5 Expository Text Unit

Date: _____ Start time: _____ End time: _____

Materials needed:

Meeting 10		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Evaluate the compatibility of Spanish materials with U.S. curricular demands					
2	Evaluate 5th-grade sample unit					
3	Review text considerations for intermediate level students *or* Self-assess learning (core concepts)					
4	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 10 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

_____

_____

_____

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Activity 1: Evaluate the Compatibility of Spanish Materials with U.S. Curricular Demands

Facilitator: Draw participants' attention to the second Guiding Question on page 159:

How can one create a unit that both values authentic Spanish literacy methods and materials and remain compatible with U.S. curricula?

Ask a volunteer to explain what is meant by "authentic Spanish literacy methods and materials." Then invite participants to discuss the question in pairs.

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

Facilitator: Ask 2–3 pairs to share the results of their discussions with the group. Encourage other groups to ask clarifying questions or comment based on their own discussions.

Activity 2: Evaluate 5th-Grade Sample Unit

Facilitator: Explain that, like Chapter 9, Chapter 10 provides a sample biliteracy unit. This time, however, the plan is for 5th-grade students. Ask particpants 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 to not include them.

If the group SKIPPED CHAPTER 9, complete ALTERNATIVE ACTIVITY 3 below.

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Activity 3: Review Text Considerations for Intermediate Level Students

Facilitator: Ask participants to consider the second Question for Reflection and Action on page 173. Invite participants to discuss the specific challenges, opportunities, and interests a teacher may have when identifying texts and planning instruction for intermediate level students.

Then ask how teachers might navigate multiple levels in a classroom.

Recorder: Take notes on the recommendations for planning in multi-level classrooms. Prepare to share this document after the meeting (e.g., Google Docs).

Alternative Activity 3: Self-Assess Learning (Core Concepts)

Facilitator: Ask 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.

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 the 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.

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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.

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