

SUPPORTING BILITERACY @HOME



Language

Ways to support learners in all areas of language



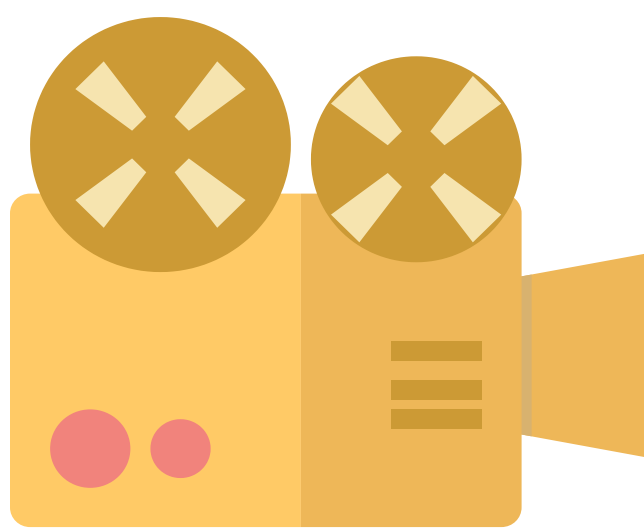
Tech-Free

Hands-on activities where we can unplug to support our learners



Social Emotional

Tips for supporting ourselves during at home learning



Whatcha Watching?

Live events and more ways to engage with bilingual video

Supporting Biliteracy @ Home - Week of: April 13th

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Social Emotional



Language

Kids' Sadness About COVID-19 May Look Like:

Anger

"This stupid remote doesn't work!"

Resisting the "new order"

"I'm not doing four math problems! I'm only doing one!"

Tiredness

"I don't want to go for a walk. I'm too tired!"

Numbing Out

("Just 30 more minutes on the iPad!")

Displaced frustration

"I didn't want lasagna for dinner. I wanted tacos!"

Boredom

"I'm bored" = code for "I'm sad"

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Therapists often talk about the art of "holding space" for someone who is grieving. "Holding space" means supporting someone without trying to cheer them up, tell them how good they have it, give advice, or talk them out of what they're feeling. It involves listening with an open heart and staying grounded and compassionate while someone shares deep emotions.

In theory, it sounds easy to "hold space" for kids' feelings during this difficult time, but in practice, it's incredibly tough. Why?

Before we can hold space for our kids, we need to hold it for ourselves. Acknowledging our own sadness about everything that's happening right now can help. We need to give ourselves time to meditate, talk things out, take a bath, process, talk to loved ones, use humor, go to therapy (via videoconference), get fresh air, and/or breathe. We need to take expert care of ourselves.

When kids whine about completing math packets or yell about something being dumb, instead of getting frustrated, we can acknowledge that (under the surface) they're in crisis. They're dealing with sad, and frustrating changes in their lives and picking up on what we're feeling too.

We can hold gentle, firm and unyielding space for them, the kind of space that can be incredibly healing.

listen, read, write & speak

Rosetta Stone



3 months FREE

You can register your student and they can have 3 months to practice speaking, reading, writing and listening in their target language. Though the interface is better suited for older grades (3rd-5th), the language levels are from beginner to advanced.

Could be a great opportunity to join in the language learning with your student as well.



Tech-Free Tip

to support language learning

PICTIONARY™

As your student continues to cover material through the continuous learning initiative within our district, they may miss the collaboration from the classroom. You can support their learning by focusing on key terms and playing a game.

Write out key terms on a flashcard and work of a word list/word bank. Choose teams or try to "beat the clock" by guessing which word from the list you and your student draws.

Not sure which are the keywords or concepts? Ask your child's teacher.

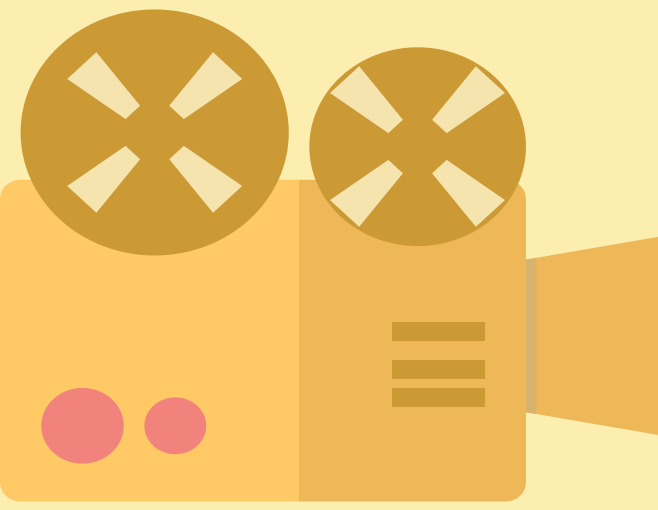


4 Tips for making movies a valuable language learning tool:

We have all heard the tip before, "play a movie or cartoon they're familiar with and switch it to the target language"; but video alone does not help our children absorb very much. However, if you are able to mix a little human interaction into your movie night, that simple movie can become a powerful tool, exposing your child to new words, phrases, and authentic language. Just put a few of these tips into action to turn your average movie night into a language-learning powerhouse.

- **Ask questions:** Periodically ask your child questions during the movie. You do not have to dramatically stop the movie and drill your children on what they saw or heard, just naturally create a conversation around what you are watching. *If you don't speak the target language, rewatch a movie you've already seen in the target language and then ask your child questions in the language you share. You could also occasionally ask your child to explain what is happening in the movie to keep you up to speed and check his or her understanding.*
- **Watch and re-watch:** Even in our native language, re-watching a movie gives us the opportunity to notice little details, and language, we missed the first time. Do not be afraid to allow your child to re-watch a movie he or she has already seen.
- **Start small:** For younger children and beginning language learners, a full two-hour movie in their second language will be far too long and overwhelming. Instead, try stopping it after 30 minutes and doing a related activity or talking about what you saw. If stopping a movie in the middle isn't your idea of fun, start with cartoons.
- **Have fun:** Even though you are using the movie as a language-learning tool, don't make the experience feel like laborious learning. Have fun together. Laugh, relax, and enjoy spending time with your children. Stressed children don't learn well, happy children do.

The most important aspect of this formula is to use and expose your children to the target language as much as possible. So, pop that popcorn, put on some comfy clothes and add a Spanish movie night to your calendar.



Whatcha Watching?