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Collaboration Protocol for Dual Language Immersion K-3

Coloral Colorador Colorado						
School: Northlake Elementary School		Grade: 2nd				
DLI Team						
Target Language Teacher: Hui-yen Huang						
English Language Teacher: Martha Hansen						
Date: April 24th, 2017	Time: 1:30 pm	- 2 pm	Place: Mrs. Hansen's classroom			
I. Took Dungungan						
I. Task Progress (follow-up on previously assigned tasks)						
Chinese home work (Chinese and math in Chinese): daily assignment Chinese weekly test on Thursday and YCT test on Friday. Math worsksheet homework (English; Tues & Thurs) Spelling test each Wed.; Practice spelling words; Reading Math topic 15 test on Thursday. 04/27						
II. Curriculum Collaboration						
Materials Needed: Curriculum Maps, Scope and Sequence						
Math						
Target Language		English				
Concept:		Concept to be reinforced:				
Lesson 15-9: Problem Solving: Use Objects (2.MD.3/2.MD.1/2.MD.5) Lesson 16-1: Telling Time to Five Minutes (2.MD.7) Lesson 16-2: Telling time before and after the hour (2.MD.7) Lesson 16-3: Organizing Data (2.MD.10)		Estimate and measure the lengths and heights of objects using different units.     When you use two different units, you use fewer of the unit that is larger.				
Academic vocabulary:		Academic vocabulary to be reinforced in context:				
Listen: bar graph, data, minute hand, minute, hour hand, hour, half hour, AM, PM, Line plot, Quarter past, half past, quarter to Speak: bar graph, data, clock, minutes, minute hand, hour hand, Line plot, Quarter past, half past, quarter to		1. Inches; feet; yard; centimeter; meter in English 2. minute hand, minute, hour hand, hour, half hour, AM, PM, Line plot, Quarter past, half past, quarter to				

Social Studie	s and Science			
Target Language	English			
Concept:	Concept to be reinforced:			
Topic title: Navigating Habitats Around the World-Rainforest and Desert Focus Standards: Standard IV Objective 1				
Academic vocabulary:	Acadomio vocabulamento ha mainfarra dia acadom			
Academic Vocabulary:	Academic vocabulary to be reinforced in context:			
Listen: biome, rainforest, desert Speak: biome, rainforest, deser Content objectives: Students will identify the animals that live in the rainforest and desert. (I can identify the animals that live in the rainforest and desert.) Language Objectives: Students can use 'biome' in a sentence. (I can use 'biome' in a sentence.)				
Literacy/Language Arts				
Target Language	English			
Standard: Standard 1 (oral language): students develp language for the purpose of effectively communicating through listening, speaking, viewing, and presenting. Standard 2 (concepts of print): students develop an understanding of how printed language works. Standard 8 (writing): students write daily to communicate effectively for a variety of purposes and audiences.	standard:  eF 2.3 read phonics  RF 2.4 read  pL 2.3 characters			
Concepts/Skills:	Concepts/Skills:			
Unit 14 vocabulary: 用 (to use); 多	er fix - suffix			
(much/many/more/lots); 谢 (thanks); 点 (point/o'clock); 东 (east); 西(west); 少 (few/ little/ lack/ less); 边 (side, edge, margin, border,	Writing - whitebooks			
boundary) Introducing to use, much, thanks, points, east, west, few, and side	Informational			
Practicing to use, much, thanks, points, east, west, few, and side Practice sentence with word "to use, much, thanks, points, east, west, few, and side"	Concepts/Skills:  Prefix-suffix  Writing-Whitebooks  Informational  - Narrative  - Opinion  Occidents			
Mandarin Matrix Story Garden (故事花园) Text books: 筷子 (chopsticks)	Questions, ments			
洗衣服 (doing Laundry/washing clothes) 做卡片 (making cards)	Questions Sequere of overts Compare/Contrast Fairy Tale			
	Fairy Tale			

III. Communication and Public Relations							
Weekly Communication will be sent on:							
Target Language		English					
Content:		Content:					
Weekly email, email, phone, and text when needed.		note, email, phone, and text when needed.					
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				15.			
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IV. Student N	/lonitoring						
Name:	Concern:		Action Taken:	5.			
D	physical aggresive to R and other students after school (back field)		1. "Oops" ticket sent home				
ž			2. Stay in office for one school day				
			Walk him and R out after school				
L; ·	Physical aggresive to other stud	ents	1. "Oops" ticket sent home				
	early recess (before school)		Stay in office for one school day     Positive reinforcement				
Xŧ	Homework		reminder everyday				
Ct _	Tiomework		Terrificer everyday				
		t					
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	1 3						
V. Team Problem Solving							
Questions/Problems	5:		Who will address it?	When will it be			
			×	addressed?			
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			×				
			2 ×				
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VI. Communication with Administration					
News to celebrate and things to know	<i>r</i> :				
Questions or concerns needing a resp	onse:				

Notes: