

Teaching Second Languages with Bilingual Children's Literature

Teaching Second Languages with Bilingual Children's Literature:  
Investigating the Benefits of Bilingual Literature in the ESL Classroom

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Chapter One: Introduction**

### **Overview**

Both semi-bilingual and fully-bilingual children's picture books are used to aid in second language acquisition and development. Additionally, the presence and incorporation of semi and fully-bilingual texts promotes bilingual learning in classrooms, as the welcoming format and colorful illustrations entice young readers to participate in informal language learning. The focus of this study aims to create a complete picture of the use of bilingual children's books in the elementary curriculum. Furthermore, this study aims to measure and evaluate the benefits and/or consequences of incorporating the different kinds bilingual literature into ELL instruction. Some questions for consideration include: Are bilingual texts used in the development of second language in elementary school? How effective is the use of such bilingual literature in the second language development of children? Are semi-bilingual texts more effective or helpful in regard to language learning than fully-bilingual texts? Which texts are more readily available to the children?

### **Nature of the Problem**

In 2004-2005, approximately 10.5%, or 5.1 million of the United States student population were English Language Learners (ELLs) (Payán and Nettles, 2012). Since then, the numbers have only multiplied and the importance of ELL education and research has increased two-fold. Debates concerning methods of instruction also continue today. Submersion, Gradual Immersion, Two-Way Bilingual or Dual Immersion, and English as a Second Language (ESL) are some of the different teaching methods that exist across the nation. Which method should be incorporated into the curriculum? What techniques create the best language results? Questions

such as these are still being asked. However, research has shown that literature is an effective language-learning tool in many areas and subjects outside of the ESL classroom (Reid, 2002). My interest lies in the use of bilingual literature in the elementary grades as language-learning devices. It is still to be decided how bilingual literature can be used within the ESL classroom effectively, and which type of bilingual literature (semi- or fully-) is more effective.

### **Thesis Statement**

Children will attain the greatest proficiency in second languages when bilingual children's literature is incorporated into the curriculum and learning environment, such as the school or classroom library. Additionally, semi-bilingual children's texts will be more effective at introducing English to ELL students than fully-bilingual texts, because the format of the text forces the students to read more of their second language.

### **Rationale of the Study**

People of Latina/o origin make up the second largest ethnic group in the United States. Consequently, the Spanish language is the second most widely spoken language in the United States (Census Bureau). Thus, it is no surprise that learning Spanish has become increasingly popular in the education system. One way that children are being introduced to second languages is through bilingual picture books. Bilingual children's books are not only beneficial to the native English speaker learning a second language, but to the English language learner as well. The incorporation of familiar Spanish words and phrases can provide children with insecurities or doubts about their English reading skills, the needed confidence to successfully read a book written mostly in their second language (Agosto, 1997). The Spanish words act as a notion of familiarity and comfort, allowing the ELL student to understand a primarily English text, using the infrequent Spanish words as markers and identifiers of context and meaning. As teaching

tools, bilingual children's books are remarkably valuable; these texts have the ability to not only introduce children to another language, but also to another culture as well, making them extremely relevant to the diverse lives of children living in the United States. Furthermore, the need for bilingual literature in other languages besides Spanish skyrockets due to the increasing demand for the instruction of a second language in the elementary grades, whether it is in French, Mandarin, or Japanese.

### **Key Terms & Definitions**

For the purpose and scale of this study I will be only focusing on Spanish bilingual texts. From this point forward, a bilingual text in this paper refers to a Spanish/English bilingual text.

A semi-bilingual picture book is a work that is written mostly in English, with infrequent, yet deliberate incorporation of Spanish words and phrases for textual and linguistic effect (Agosto, 1997). These texts differ from other fully-bilingual picture books, which often provide both the English and the Spanish text on facing pages (Agosto, 1997). However, fully-bilingual literature also includes texts that are written only in Spanish, with a separate, twin text written solely in English. With this form of bilingual literature, the child reads a story in Spanish from one book, and then reads exactly the same story in English from another. Fully-bilingual texts, as opposed to semi-bilingual texts, presume knowledge of a sufficient level of Spanish and English by the reader. Dissimilarly, semi-bilingual picture books are open to all levels of Spanish language learners, with the addition of glossaries and literal word translations within them. As the majority of the text is in English, however, a sufficient base knowledge of English is necessary.

The English Language Learner, or ELL, is technically any student actively learning English as a secondary language (National Council of Teachers of English, 2008). ELL students

are a diverse group and are the fastest growing segment of the student population in the United States (NCTE, 2008). The term ESL, or English as a Second Language, previously designated students as English language learners, but now more commonly refers to the nature or program of instruction (NCTE, 2008).

The term language proficiency refers to the sufficient mastery (or lack) of the English language in regard to state standards. In theory, the ELL student with high language proficiency is expected to succeed and excel in an English language classroom without support.

Effectiveness, as used in this study, is defined as any significant progress toward language proficiency. The students will be given a pretest and posttest to determine the effectiveness of the bilingual texts.

Bilingualism is defined and classified in many ways. Put simply, bilingualism can be understood as the ability to communicate in two different languages. However, the degree and level of bilingualism varies from equal communication proficiency in both languages, to a more uneven distribution of proficiency, with a dominant, primary language and a weaker, subordinate second language.

### **Delimitations**

In order to narrow the scope and scale of my research, I am going to focus only on Spanish and English bilingual children's texts. I have the ability to speak and read Spanish, which allows me to better analyze and critique the literature. I will further narrow my research by limiting the bilingual texts to those only available in the school library, which the children have direct access to themselves. I will include samples of the bilingual literature that is present in both the ELL classroom and the school library.

## **Procedures**

The majority of my analysis will be based off of classroom observations, interviews with ESL teachers and ELL students, and library research. Observation of ESL classrooms across the districts will allow me to identify the use of bilingual literature within the curriculum and discover the methods used to incorporate bilingual literature into the lessons within elementary schools in Colorado Springs. Library research will help me better understand the current state of bilingual literature in the elementary curriculum, while also providing important background information on the subject of bilingual education.

Hopefully, I will be able to perform a study involving both semi-bilingual and fully-bilingual texts. If possible, I will distribute some sort of formal assessment to test the effectiveness of each type of text on the language acquisition of the ELL students. The assessment would include a pretest of the students to gauge the starting, base language level of the group. An equal proportion of the students would then be introduced to English language through each of the different types of bilingual literature. A control group would be introduced to English through traditional workbook instruction. After a few days of instruction, the students would be given a posttest to identify the effectiveness of the different forms of bilingual literature instruction. This data would then be used to rate the effectiveness of the use of bilingual literature in the classroom as a form of bilingual instruction. If I cannot perform physical research, I will speak with current ESL educators across Colorado Springs school districts about the nature of their ESL curriculums, and the use of bilingual literature in their classrooms.

**Organization of the Remainder of the Study**

The remainder of the study appears in three separate chapters: Review and Analysis of the Literature, Application, and Summary and Recommendations. In Chapter Two: Review and Analysis of the Literature, I will focus and organize my library research around specific themes including types of bilingual children's literature, the use of bilingual children's literature as language teaching tools, and the process of second language development and acquisition. In Chapter Three: Application, I will apply my research and findings by creating a list of bilingual texts that effectively aid in the acquisition of the child's second language. I also plan to create a best practice model (regarding the utilization of bilingual literature in the teaching of language) based upon the research conducted and explained in Chapter Two. In Chapter Four: Summary and Recommendations, I will provide my reflections and recommendations based on my findings and the results of my research experience.



## Chapter II: Literature Review

“Bilingual education done well gives excellent results; bilingual education done badly gives poor results, just as one would expect”

L.W. Fillmore

*Language Loyalties: A Source Book on the Official English Controversy*

For years there has been a long-standing debate and controversy in regard to second language instruction. While “educators agree that using the second language in a classroom is a primary goal of instruction” (Halasa et. al, 2010, p. 72), educators disagree on how much of the first language (L1) should be used within the classroom setting and the teaching of the second language (L2). Thus, this ongoing debate has resulted in the implementation of various forms and methods of second language instruction across the country. Furthermore, “there are often also tremendous differences between the theoretical design” of the second language programs, “and the practical reality” (Faltis & Hudelson, 1998, p. 56). Perhaps most traditionally, second language instruction utilizes English-only workbooks and limited, if non-existent use and incorporation of the first language. Here, bilingual education rests on the belief that “more equals more” (Faltis & Hudelson, 1998), strictly meaning, the more practice, experience, and opportunity with a language, the more quickly the students will learn it. Ersnt-Slavit, Moore, and Maloney (2002) state that, “in the public school environment, ESL students spend an average of six hours a day absorbing a massive amount of information to which they essentially have no way to respond” (p. 124). How can educators combat this tremendous information overload? They can combat this through a working relationship of L1 and L2.

Through research, I aim to discover the effectiveness of incorporating bilingual literature (thereby incorporating more of L1) into the ELL curriculum. I would like to know if incorporating more bilingual literature into the curriculum would enhance and improve second language learning and acquisition. Thus, the research done in this literature review will focus on

the subject of second language acquisition and the use and forms of bilingual literature in the ESL classroom and curriculum.

### **Second Language Acquisition**

Students learning a second language move through specific stages similar to the stages of acquiring first language—from babbling to two-word phrases, sentences, and complex grammar. There are five distinct stages of second language acquisition: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Hill & Flynn, 2006). Each stage is defined by approximate time frames and specific characteristics. While any and all students acquiring a second language will pass through the five stages, the length of time the students spend at each particular level varies by individual (Hill & Flynn, 2006).

The Preproduction stage, or the “silent period”, is characterized by minimal or no verbalization of language. Teachers may not hear their ELL students speak any English during this particular stage, as the student has minimal comprehension of the language (Hill & Flynn, 2006). The Early Production stage is marked by single words and two-word phrases. Students are able to answer yes/no questions, and often display repetitive language patterns (Hill & Flynn, 2006). The next level, Speech Emergence, is characterized by the ability to form simple sentences and relatively good comprehension. At the final two stages, Intermediate Fluency and Advanced Fluency, the student makes few grammatical errors and can use and create sentences of length and complexity. At advanced levels of fluency, the student demonstrates a near-native or native level of fluency and comprehension (Hill & Flynn, 2006).

Knowing the level of language acquisition is incredibly important for educators; this knowledge allows the teacher to provide scaffolding and work within the child's zone of proximal development, “[nudging] the student toward a higher level of performance” (Hill & Flynn, 2006, p. 16). It also allows for the teacher to set appropriate and effective language

objectives for individual students. Furthermore, providing stage appropriate instructions allows ELL students to reach the maximum possible success in the classroom, and with the English language (Hill & Flynn, 2006). Educators must also remember that second language learning is a long-term process, which takes time and effort to develop. Pushing students too quickly, or providing them with stage inappropriate instructions, such as far too advanced language use for a student that is in the Speech Emergence stage, for example, can have harmful effects on second language development.

### **Forms of Fluency: Conversational vs. Academic**

Conversational English, or basic interpersonal communicative skills (BICS) such as normal, everyday speech, develops after about two years of living in an English-speaking country (Hill & Flynn, 2006). Children who have developed conversational English appear and sound fluent to many people, as they can possibly talk with classmates, translate for their families, and answer teacher questions. However, the student's exams and daily work may not reflect such fluency. This is because they have not yet developed academic English, specific language that is necessary to achieve and perform in the school setting (Hill & Flynn, 2006).

Hill and Flynn (2006) write, "Academic English, or cognitive academic language proficiency, is the language of the classroom—the language of isosceles triangles, complex compound sentences, and photosynthesis" (p. 17). Academic language, then, is very much different from the conversational language that develops first and more quickly. In order for students to understand textbooks, mathematical word problems, the format of paper writing and test taking, they have to have a mastery or at least a strong grasp of academic language. Hill and Flynn (2006) comment on the importance of academic language: "without a mastery of academic English, students cannot develop the critical thinking and problem-solving skills needed to

understand and express the new and abstract concepts taught in the classroom” (p. 18). Thus, students who have not yet achieved academic fluency often struggle within the classroom and academic setting.

### **Literature in the ESL Classroom**

“Literature—a place where language and meaning meet” (Kooy and Chiu, 1998, p. 79), lends itself perfectly to language learning. Many mainstream elementary classrooms assign twenty minutes of reading as homework every night in order to improve reading ability and continuously introduce children to language and grammar. “Zigo (2001) argued that the narrative mode of thinking is an excellent medium through which to introduce” (Ernst-Slavit et. al., 2002, p. 125) such abstract concepts such as ambition, betrayal, and idealism, to name a few.

Literature, from this perspective, is an effective way to introduce and build an understanding of abstract concepts and ideas. Furthermore, through literature use, teachers can stimulate language production by expanding vocabulary and by asking open-ended questions (Ernst-Slavit et. al., 2002). Not only are children gaining new vocabulary, they also learn to use the vocabulary to engage in literary discussion.

So, literature has had a place in mainstream classrooms for many years. But where does it fit in the ESL classroom and curriculum? Suzanne Reid (2002) writes:

Literature for children provides the support of simple explanations, pictures, and familiar examples. Both fiction and non-fiction can provide the scaffolding of which English learners can build both content knowledge (history, science, geography, etc.) and knowledge of the language used in schools to describe and explore these different subjects (p. 1-2).

However, literature does much more than just introduce ELL's to content knowledge. Jon Povey (1979) suggests that:

Literature gives evidence of the widest variety of syntax, the richest variations of vocabulary discrimination. It provides examples of the language employed at its most

effective, subtle, and suggestive. As literature sets out the potential of the English language it serves as an encouragement, guide, target to the presently limited linguistic achievement of the foreign student (p. 162).

Literature shows the ELL students how language is used, and introduces them to a variety of language strategies that typical or traditional workbooks lack. Reading should be viewed as a way of learning language and learning how to speak; words and phrases are literally "frozen" into place, making them much easier to repeat, practice, and learn than through simple verbal cues (Reid, 2002). Additionally, "figuring out vocabulary from the context of well-written literature is more natural and valuable than wearing out a dictionary trying to decode a formal definition" (Reid, 2002, p. 18). Literature then, in my opinion, deserves its own spot in ESL instruction and learning.

Research has found that it takes limited English proficiency (LEP) students significant time to acquire the level of proficiency in English that is needed to participate effectively in mainstream, all-English classes (Garcia, 1986). Researchers of language acquisition estimate that students completely immersed in an all English-speaking environment have the ability to learn basic communication skills in two to three years (Reid, 2002). However, it takes seven to eleven years to "achieve cognitive/academic language proficiency (CALP) that is used in textbooks, lectures, and most education films and demonstrations" (Reid, 2002, p. 5). Consequently, during the time it takes ELL students to learn and become proficient in English, they will get little out of their education experience, "if they are instructed exclusively in that language" (Garcia, 1986, p. 107). Research has found that "...high levels of proficiency and literacy in the native language contribute to second language proficiency," and "...native language learning and ability is applied to second language" (Faltis & Hudelson, 1998, p. 46). Therefore, instruction in both the native language and second language allows the ELL student to participate in school while they

are simultaneously learning English. Bilingual literature, alongside bilingual instruction, would appear to be the ultimate aid to second language instruction.

Jim Cummins, Professor of Education at the University of Toronto, is a leading scholar in the study of bilingual education. In his paper titled, "Bilingual Children's Mother Tongue: Why it's important for Education"(2001) Cummins describes the significance of a bilingual child's first language on their personal and educational development. Cummins (2001) suggests, that when children develop abilities in two or more languages, they gain a greater and deeper understanding of language and how to use it. In essence, because bilingual children have more practice in the processing of language, they can develop "more flexibility in their thinking as a result of processing information through two different languages"(p. 17). From Cummins' perspective, bilingualism should be encouraged in the schooling environment, not rejected like it often is.

Cummins' research on the impact of L1 on L2 is staggering. Based on the evaluations and research of French immersion programs in Canada, as well as bilingual programs in the United States, Cummins found that bilingual students instructed in their L1 consistently displayed "no adverse consequences for English development"(Cummins, 1991, p.77). Rather, research has discovered that there is either "no relationship or an inverse relationship between the amount of instruction through the majority language and achievement in *that* language"(1991, p.77, emphasis added). From here, greater questions evolved: If teaching an ELL student completely in his/her second language isn't positively impactful, in what language should we teach them? How does a child's L1 and L2 influence each other? It is from these results and questions that Cummins created the "interdependence hypothesis". Cummins' hypothesis stated, "the development of literacy- related skills in L2 was partly a function of prior development of

literacy-related skills in L1”(p.77). A child's developmental success in his/her second language partially depended on the proficiency of his/her first language. For example, if a student already understands a concept in his/her L1, then the learning of the same concept in his/her L2 will be much more easily comprehensible. Furthermore, Cummins has found that L1 abilities and skills appear to “transfer” to the second language. Cummins (2001) writes:

Transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages (p. 19)

Thus, it seems apparent that language programs that foster use and access to both a student's L1 and L2 have the best opportunity to develop the student's proficiency in both languages.

Initial studies such as the ones above, have shown that the academic support of the native language, along with balanced second-language instruction and development, often lead to academic success in the second language (Ernst-Slavit et. al., 2002). Ernst-Slavit and Mulhern (2003) write, “Maintaining L1 literacy has also been associated with better overall academic performance, mastery of English, and diminished dropout rates for ESL students... Thus, supporting the development of biliteracy is crucial in preparing students from minority language backgrounds to succeed in educational settings” (p. 2). Furthermore, Charles Temple, Donna Ogle, Alan Crawford, and Penny Freppon (2011) write, “Children have knowledge and skills that they have learned in their mother tongue, and they can use them in the second language... They can transfer reading and writing skills to their new second language, just as adults do when they study a foreign language”(p. 502-503). Following these findings, students with an academic background in their first language tend to demonstrate higher achievement in the English language. Temple et. al. concludes, “These principles lead to the counterintuitive, but

*inescapable*, conclusion that success in English-language proficiency is closely related to students' learning of reading, writing, and academic concepts in the mother tongue"(2011, p. 503) (emphasis added). Such findings as these refute the previous and traditional "more equals more" notion of bilingual education. Instead of learning less English (which was previously believed), ELLs are learning more English with the aid, guidance, and support of their L1 (Faltis & Hudelson, 1998). L1 literacy, then, not only prepares the ELL student to learn the English language, but also speeds up the English language learning process (1998).

Bilingual literature can help to influence biliteracy. Suzanne Reid (2002) notes:

Literature written to be clear and accessible to young readers can serve as a useful scaffold, form understanding basic structures and vocabulary, to practicing and eventually using a range of expressions, styles, and functions of language. The wide variety of subject matter, theme, tone, and language provides a great resource for new learners of English of all ages, proficiency levels, and cultural backgrounds... Using such good literature can take the stress and drudgery out of the tremendous task of learning a new language (p. 19).

Children can use the pictures, familiar words, and context clues within the stories to help aid them in comprehension and understanding. Additionally, and on a different note, for the young student learning a second language, "having opportunities to read materials in their first language can serve to affirm that they are good readers, even though they may struggle when they read English" (Ernst-Slavit & Mulhern, 2003, p. 2). The incorporation of familiar Spanish words and phrases in semi-bilingual or fully-bilingual texts, can provide children with insecurities about their English reading skills the confidence to successfully read a book written mostly in their second language (Agosto, 1997). Bilingual children's books not only help the ELL student to feel comfortable with their reading ability, but they also help the ELL student feel comfortable in the classroom and school setting. Temple et. al. (2011) writes that having access to books written in the student's first language, "improves self-concept, offers evidence that the school and the



teacher value that language, and provides practice in reading that builds background knowledge and skills that transfer positively to reading in English later”(p. 61).

### **Types of Bilingual Literature**

A semi-bilingual book is a work that is written mostly in English, with infrequent, yet deliberate, incorporation of Spanish words and phrases for textual and linguistic effect (Agosto, 1997). These texts differ from other fully-bilingual books, which often provide both the English and the Spanish text on facing pages. However, fully-bilingual literature also includes texts that are written only in Spanish, with a separate twin text written solely in English. With this form of bilingual literature, the child reads a story in Spanish from one book, and then reads exactly the same story in English from another. Temple et. al. (2011) writes, “the children can use their background knowledge from the first experience to support their comprehension and learning of English in the second book”(p. 61). According to Temple et. al., using separate, twin texts does not allow the student to acquire English “in terms of Spanish” (2011, p. 61). Rather, the student acquires English completely and directly on its own, only with the support of the Spanish text. In this method, presumably, English language is learned separately from Spanish; the ELL student only uses Spanish to help with meaning and context. Temple et. al. (2011) writes, “Providing the same literature in English and the mother tongue has many advantages, but it is better provided in two separate books. Children will learn their new second language of English better if they do not approach it through the mother tongue”(p. 501).

Fully-bilingual texts, as opposed to semi-bilingual texts, presume knowledge of a sufficient level of Spanish and English by the reader. Dissimilarly, semi-bilingual picture books are open to all levels of Spanish language learners, with the addition of glossaries and literal word translations within them. As the majority of the text is in English however, a sufficient base

knowledge of English is necessary. Both such texts have been used to aid in language study and promote bilingual learning in classrooms and homes around the country, as the welcoming format and colorful illustrations entice young readers to participate in informal language learning (Agosto, 1997).

A well-written, semi-bilingual book can capture the cadence and rhythmic nature of the Spanish language and, when paired with wonderful illustration, can produce a natural bilingual environment (Agosto, 1997). "Spanish words and phrases hold considerable potential for enhancing the realism and cultural authenticity of an English-based text, specifically by creating powerful bilingual images of characters, settings and themes" (Barrera & Quiroa, 2003 p. 247). Cultural authenticity is more than just political correctness; it hinges on the inclusion of cultural values, beliefs, facts, and attitudes as well as the incorporation of rich cultural details in which members of the culture represented accept and believe as true themselves (Short & Fox, 2003). Culturally authentic children's books can unite children from different cultures and backgrounds. The presentation and depiction of children from different ethnicities and cultures, participating and enjoying kid activities and experiencing similar emotions and feelings etc., can uncover the vast similarities between all children rather than the differences. These texts have the ability to not only introduce young children to another language but to another culture as well, increasing their educational merit beyond the average picture book.

Bilingual picture books, texts with pages mostly filled with illustrations marked with few words, are another wonderful way to develop second language within the classroom. In fact, according to Suzanne Reid (2002), "the most effective aid to communicating with people with limited English during those first encounters is a good picture dictionary, which matches pictures with common English words" (p. 36). While picture books are definitely useful for younger ELL

children, they are also suitable for older children and young adults in the beginning stages of learning a second language. The pictures support the text and aid in content, vocabulary, and meaning comprehension. Additionally, picture books "...are particularly valuable in reducing the affective blocking or nervous tension that plagues so many beginners" (Reid, 2002 p. 35).

Picture books, or bilingual picture books, can help ELL children feel confident enough to tackle reading in another language. Reid writes:

Using picture books in conjunction with more traditional workbooks often reassures students who need a tighter structure to feel that they are progressing...Most students appreciate the progress they can make in reading, saying, discussing, and writing new language when their understanding is stimulated and buttressed by illustrations (2002, p. 47).

Stories and texts like these are of great importance to our children and our society today, for "when a group has been marginalized and oppressed, the cultural functions of story can take on even greater significance because storytelling can be seen as a means to counter the effects of the marginalization and oppression on children"(Bishop, 2003, p. 25). However, without careful attention to detail, bilingual books have the ability to only seem to affirm a Latina/o perspective through the incorporation and integration of Spanish terms and names. However, the repeated and frequent use of racial or linguistic stereotypes does not produce the "development of a critical perspective" (Godina & McCoy, 2000, p. 174). It is in this way, that some bilingual books "[contain] themes that consistently present white culture as an assimilative model that reinscribes English fluency and suburban docility", rather than value and appreciate the large and continuously growing Spanish-speaking portion of our population (Godina & McCoy, 2000, p. 174). With this in mind, creating cultural authenticity within the content and illustrations in children's literature is crucial because inauthentic or stereotypical representation undermines the cultural awareness and acceptance that bilingual literature can inspire and produce (Mo & Shen,

2003). Furthermore, teachers should be conscious and aware of the texts that are available for their ELL students. Providing appropriate (and positive) resources, such as bilingual literature, is crucial to the language (and social) development of ELL students.

**Chapter III: Application**

“If a child can't learn the way we teach...”  
Ignacio Estrada

If I was able to conduct my research, I would assess the effectiveness of bilingual literature on the language acquisition and comprehension of ELL students. The assessment would begin with a pretest of the students to gauge the starting, base language level of the group. The study would be more conclusive if the students begin at approximately the equal level of L2 knowledge. An equal proportion of the students would then be introduced to English language through each of the different types of bilingual literature including, semi-bilingual texts, fully-bilingual texts with either facing page translation, or separate Spanish and English twin texts. Additionally, A control group would be introduced to English through traditional workbook instruction where no Spanish is involved or utilized; the children receive instruction completely in English, their second language. After a few days of specified reading instruction, the students would be given a posttest on vocabulary and content to identify the effectiveness of the different forms of bilingual literature instruction on English language acquisition. This data would then be used to rate the effectiveness of the use of bilingual literature in the classroom as a form of bilingual instruction.

I chose to work with a children's text found in most school libraries: Arnold Lobel's "Frog and Toad are Friends". Pablo Lizcano translated this text into Spanish in 2001. However, as all translators translate differently, and have their own reasons for choosing specific words, I have changed a few translations to make the text clearer for my students. For example, the Spanish word for frog is "la rana" and the Spanish word for toad is "el sapo". Because of this, I have changed Frog's name, in Lizcano's translation, from "Sapo" to "Sepo" and Toad's name, from "Sepo" to "Sapo". I have also created an English and Spanish version of this classic story to

serve as the semi-bilingual test text. Examples of the three different language format versions are included in the appendix.

### **Context**

As my current school placement does not currently have an ESL program, I cannot effectively apply my research. Students with limited English proficiency are “pushed in” to the classroom setting and expected to learn English as quickly as possible, with no support from their first language. Therefore, I do not have a student group to pull from that I would not be removing from mainstream instruction. Thus, the setting that follows is the context in which my research would *best* apply.

Ideally, the students with which this research would most affect are second grade elementary ELL students, with minimal English proficiency, that have a strong grasp in their first language. The strong understanding of their first language is important, as some of their reading lessons will be taught in both English and Spanish as a way to scaffold their learning experience. However, the students would not necessarily need to be completely literate in their first language, because I have the ability to read the story to them in Spanish if needed. Oftentimes, ELL students struggle in the comprehension of texts, because their grasp and understanding of the English language is developing. Instructing these students in English alongside Spanish could be a way to increase their reading comprehension as they are continuing to learn English. For my research, it would also be ideal if the only learning-related issues were from speaking English as a second language, and not from learning disabilities etc..

The English proficiency level of ELL students can be tested and determined by the ACCESS for ELLS state assessment. ACCESS for ELLS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a large-scale

assessment given statewide to K-12 students who are identified as ELLs. This form of assessment provides teachers with information regarding the English proficiency level of the student within the four language domains of listening, speaking, reading, and writing. Students are leveled based on their performance on the assessment as either, 1 entering, 2 beginning, 3 developing, 4 expanding, 5 bridging, or 6 reaching English language proficiency. This assessment aims to, “[generate] results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations”(WIDA). Students that receive a “developing” English proficiency level of 3 would be ideal for my research, as they wouldn't yet have a great understanding of English, but would be at about the appropriate level to receive low second grade reading instruction.

For my research, I would need a minimum of twelve students that fit the above criteria. The students would be separated into three equal groups for their individual reading instruction. Ideally, small group instruction should include no more than five students at a time, to maximize the benefits of one-on-one instruction time. These students would then be with me for the extent of reading instruction time for roughly two weeks, where they would receive instruction with either an English only text, a semi-bilingual text, or a fully-bilingual text. At the end of the reading unit, the students would be given an assessment on vocabulary and content comprehension from the story, which will serve to gauge the effectiveness of the type of bilingual literature used during the instruction.

### **Implementation**

The lessons that follow are based on the story “Frog and Toad are Friends” by Arnold Lobel. These lessons correspond with the second grade reading objectives at my current school

placement. However, these lessons can be changed to focus on any particular reading skill or goal. Furthermore, the lessons can be intertwined with what the students are learning in the classroom, alongside a variety of subjects. Basically, it's all about the learner and what they need specifically! However, the importance lays in the language and format of instruction.

The full lesson plans provided below illustrate the differences in instruction and resources between the three groups. The first lesson for all groups is on the vocabulary of the first "chapter" of the text, titled "Spring". The difference between the instruction in the first lesson mostly appears in the resources and vocabulary worksheets given to the students. The three different translations, worksheets, and pictures for each group are provided in the appendix at the end of the paper. Following the three complete, introductory vocabulary lessons, are brief summaries of the subsequent reading lessons.



## Lesson 1: "Vocabulary Match-Up"

**Lesson 1:** Vocabulary

**Group:** # 1 (English-Only)

**Level:** 2<sup>nd</sup> grade

---

**Standards:** CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

---

**Objective:** Students Will Be Able To (SWBAT) read, define, and use new vocabulary words in context.

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**Materials:** Photo card of toad and frog (English only), 5 copies of English version of "Frog and Toad are Friends", vocabulary worksheet, pencils, paper, whiteboards, markers / erasers, scissors, glue sticks, and construction paper.

---

**Introduction:** Students will be introduced to their new text, "Frog and Toad are Friends" via pictures of a frog and a toad [example cards included]. Students will have time to brainstorm all of the information about frogs and toads that they know on whiteboards. Before students are given their texts, they will go over the new vocabulary words.

---

**Body:** Students will be given the vocabulary worksheet along with individual pictures that match the vocabulary words (examples included). Completely in English, we will go over the vocabulary words one-by-one, sounding them out, creating pictures in our minds, and using background knowledge to further understanding. Then, students will work to match the English vocabulary word to the picture on a separate piece of paper.

---

**Conclusion:** We will wrap up this lesson with a group discussion on the following question: Thinking about these vocabulary words, what might our story be about? We will then brainstorm and make predictions. Students' vocabulary work will be hung up in the room to be referenced throughout the course of the unit.

---

**Assessment:**

**Informal:** I will listen to student discussion in order to gauge understanding as well as ask questions in order to further develop thinking.

**Formal:** Students will be given a vocabulary Demonstration of Learning (DOL) by using the new vocabulary words to complete a fill-in-the-blank sentence.

---

**Lesson 1:** Vocabulary**Group:** # 2 (Semi-Bilingual: English / some Spanish)**Level:** 2<sup>nd</sup> grade

---

**Standards:** CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

---

**Objective:** SWBAT read, define, and use new vocabulary words in context.

---

**Materials:** Photo Card of toad and frog (w/ Spanish), 5 copies of the semi-bilingual version of "Frog and Toad are Friends", Spanish/English vocabulary worksheet, pencils, paper, whiteboards, markers / erasers, scissors, glue sticks, and construction paper.

---

**Introduction:** Students will be introduced to their new text, "Frog and Toad are Friends" via pictures of a frog and a toad [example cards included]. Students will have time to brainstorm all of the information about frogs and toads that they know on whiteboards. Before students are given their texts, they will go over the new vocabulary words.

---

**Body:** Students will be given the vocabulary worksheet along with individual pictures that match the vocabulary words (examples included). We will go over the vocabulary words one-by-one, sounding them out, creating pictures in our minds, and using background knowledge to further understanding. Then, students will work to match the English vocabulary word (with the Spanish word) to the corresponding picture on a separate piece of paper.

---

**Conclusion:** We will wrap up this lesson with a group discussion on the following question: Thinking about these vocabulary words, what might our story be about? We will then brainstorm and make predictions. Students' vocabulary work will be hung up in the room to be referenced throughout the course of the unit.

---

**Assessment:****Informal:** I will listen to student discussion in order to gauge understanding as well as ask questions in order to further develop thinking.**Formal:** Students will be given a vocabulary DOL by using the new vocabulary words to complete a fill-in-the-blank sentence.

---

**Lesson 1:** Vocabulary**Group:** # 3 (Fully-Bilingual: English AND Spanish)**Level:** 2<sup>nd</sup> grade

---

**Standards:** CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

---

**Objective:** SWBAT read, define, and use new vocabulary words in context.

---

**Materials:** Photo Card of toad and frog (w/ Spanish), 5 copies of the English version of "Frog and Toad are Friends", 5 copies of the Spanish version of "Frog and Toad are Friends", Spanish/English vocabulary worksheet, pencils, paper, whiteboards, markers / erasers, scissors, glue sticks, and construction paper.

---

**Introduction:** Students will be introduced to their new text, "Frog and Toad are Friends" via pictures of a frog and a toad [example cards included]. Students will have time to brainstorm all of the information about frogs and toads that they know on whiteboards. Before students are given their texts, they will go over the new vocabulary words.

---

**Body:** Students will be given the vocabulary worksheet along with individual pictures that match the vocabulary words (examples included). We will go over the vocabulary words one-by-one, sounding them out, creating pictures in our minds, and using background knowledge to further understanding. Then, students will work to match the English vocabulary word to both the Spanish meaning and the corresponding picture on a separate piece of paper.

---

**Conclusion:** We will wrap up this lesson with a group discussion on the following question: Thinking about these vocabulary words, what might our story be about? We will then brainstorm and make predictions. Students' vocabulary work will be hung up in the room to be referenced throughout the course of the unit.

---

**Assessment:****Informal:** I will listen to student discussion in order to gauge understanding as well as ask questions in order to further develop thinking.**Formal:** Students will be given a vocabulary DOL by using the new vocabulary words to complete a fill-in-the-blank sentence.

---

***Lesson 2: Vocabulary Review***

In the second lesson of this unit, students will be reviewing the vocabulary words from the previous day, as well as making predictions about the text using pictures and titles. The students will begin reading the first page of their version of the story (English, semi-bilingual, or fully-bilingual) using the new vocabulary words in context. The students in Group 3 will read the first page entirely in English, and then read the same page entirely in Spanish. As students get stuck on individual words, we will work together to decode and break the words apart, and use sentence-level context clues in order to determine the meaning of unknown words.

***Lessons 3-8: Reading Instruction***

Throughout these six lessons, students will continue reading instruction on the story "Frog and Toad are Friends". Before each lesson, students will review the vocabulary words from their posters. Then, while students are whisper reading aloud, I will listen to the students individually, and help them when they come across difficult or unknown words. Any unknown words will be placed in the back of the students' "story chart", a little booklet dedicated to their current story, in the section titled "New Vocabulary". After each page is read completely, I will ask comprehension questions focusing on the "Five W's and One H" questions (Who, What, When, Where, Why and How) to the groups. Students will work in partner pairs to discuss what happened in the story on the pages that they have read. This will increase their memory and retell ability significantly. Students will also reread pages for fluency and comprehension. Additionally, students will be identifying key details and information from the story in their individual "story charts". The standards addressed in these lessons align with the Common Core State Standards and are as follows; CCSS: RL.1.1, CCSS: RL.1.2, CCSS: RF.2.4, CCSS: RL.2.5. The specific questions asked to the three groups will not change. However, the format of the different texts does change, and is outlined below.

Group 1, with the English-only version of "Frog and Toad are Friends", will follow the above lesson design daily, reading the story completely in English, without any support of their first language. These students will reread pages for fluency and comprehension, and receive help with vocabulary and comprehension entirely in English.

Group 2, with the semi-bilingual version of the same text, will also follow the same lesson design. However, some Spanish is going to be used in the definition and explanation of vocabulary words throughout the story, as Spanish words are used frequently within the text itself. These students will write their new learned vocabulary words into their "story charts" in English, using Spanish words to help them define the new English word if needed. For example, if the student did not know the word "summer" in English, they could write the Spanish equivalent alongside it, "verano". These students will also be encouraged to use their first language in the comprehension of the story itself. For example, if a student cannot think of the English equivalent of a word, they may be allowed to explain it in Spanish.

Group 3, with the fully-bilingual "twin text" version of the story, has a little bit different lesson design, because the students have to read the story twice in two different languages. The students in this group will begin first with the Spanish version of the story and then follow with the English version. Students will be allowed to consult their Spanish version of the story, if they do not understand or know a word. Similarly to Group 2, students will input unknown words into their "story charts" in both English and Spanish. While students will be expected to answer questions in English, they will be allowed to explain ideas in Spanish if they do not know how to express it correctly in English.

While the three separate groups are reading the texts differently, the number of readings will be the same throughout each group. I do not want any group to have an advantage or better

understanding of the story because they read the story more times. For example, Group 1 only has to read an English version, but because this may be more difficult, they may read the story completely six times. Group 3, on the other hand, is in effect reading two separate texts, therefore they may read the English version three times, and the Spanish version three times, resulting in six total reads, which is the same amount as Group 1. Thus, this acute attention to the number of reads per group will reduce the variability between the groups, concluding in better, more reliable findings.

### ***Lesson 9-10: Review and Assessment***

In the final lesson before the assessment, students in all three groups will review vocabulary as well as the main idea and key details of the story. Students in all groups will match vocabulary words to their corresponding pictures, and create a story map for "Frog and Toad are Friends". We will then listen to a recorded version of the story. Each group will have their own recording to listen to, which will relate directly to the type of literature they are reading, be it English-only, semi-bilingual, or fully-bilingual. On the day of the assessment, students will listen to the story for a final time and then begin the test. The test for all groups will be the exact same, completely in English. It will assess the students' knowledge and understanding of the vocabulary and content of the story. The assessment will then be graded to see which group, or groups, scored the highest and was the most proficient.

### **Conclusion**

Chapter 4 reviews and reflects on the findings from this research study. A reexamination of the thesis of the project, a report of the findings, and adjustments to the research project are included in Chapter Four: Summary and Recommendations. Additionally, recommendations concluded from the findings are presented.

#### **Chapter IV: Summary and Recommendations**

While my study remains hypothetical, there are ideas of what my research project would have concluded. After teaching Lobel's "Frog and Toad are Friends" to the three groups of students, using the three different approaches and translations, the students would have been given a posttest to determine their understanding of vocabulary and story content. While all three groups read the story the same number of times, only two of the three groups were allowed to use their first language as a supportive tool. It is without doubt in my mind, that the English-only group of ELL students would have scored more poorly than the other "bilingual" groups. Without access to their background knowledge readily stored within their first language, I believe that these students would have had more difficulty reading and comprehending the story, and thus, ultimately more difficulty completing the posttest successfully.

I experience this effect every day at my elementary school placement. ELL students struggle with English vocabulary, and often times, they confuse similar sounding words (tomato and potato for example). These students know what a tomato and what a potato are in their first language. Yet, when asked to describe a potato in English, there is misunderstanding; they confuse the two words and confuse themselves. If teachers would only access that knowledge in the students' first language, the confusion and misunderstanding would disappear almost immediately. But we don't, and we wonder why learning English is so difficult.

Now, without having actual, physical results for the remaining two bilingual groups, a concrete conclusion about the effects of bilingual literature is decidedly more challenging. At the beginning of my research process, I believed that ELL children would attain the greatest proficiency in their second language when bilingual literature is incorporated into the curriculum and learning environment. This, I still believe wholeheartedly is true. The benefits that can come

from supporting an English language learner with their first, native language are immense. However, after research on current literature on the subject, and from speaking with ESL teachers and educators, I have changed my previous thesis statement. I now feel that fully-bilingual “twin texts” are the most effective way to introduce English to ELL students. The rationale is that these children are getting complete exposure to English, while having their first language to support their comprehension and understanding of the text. Thus, as students dive in to learn English words and vocabulary, they have a complete, rounded understanding of the story, the information, to allow them to learn without confusion. In addition, these students are learning English separate from Spanish, only using Spanish to aid with meaning and context. English language is then learned not “in terms of Spanish”, but rather, independently and hence with a deeper, more concrete understanding. These students in theory, would be better at processing information in both languages, making them a more native-like speaker in both English and Spanish.

The ELL students in the semi-bilingual text group only had a limited use of their first language to support and aid their understanding of “Frog and Toad are Friends”. We would have really only used Spanish to unpack the meaning of difficult English vocabulary words, with minimal discussion of the story itself in Spanish. It is in my opinion that areas of confusion would remain specifically with the comprehension of the story itself: plot elements, setting, internal/external characteristics of characters etc. These concepts would have been mostly discussed in English, and thus perhaps not thoroughly understood by the students.

On the other hand, the ELL students in the fully-bilingual text group would have been able to utilize their first language completely. Reading or listening to the text in Spanish first, allows the ELL students to have an understanding of the story before attempting to read it



completely in English. Furthermore, these students have the option to ask questions in Spanish, if they do not know how to phrase it correctly in English. Often times, in English-only classrooms, these questions go unasked, because the students feel uncomfortable using their native language. While the end goal is to teach the ELL students English, the first priority is to make sure that they understand what they are learning. These students are able to make connections between their first and second language that aid them in the understanding of words and content in English. They can utilize their background knowledge in order to increase their learning and understanding in English. For these reasons, I believe that the third group, the fully-bilingual group, would have had the highest posttest scores if this project was completed.

If in the future I am able to work with ELL students in such a capacity that I would be able to introduce different types of bilingual literature in an educational setting, I would consider modifying my research design. The biggest challenge that I would face, as mentioned before, would be finding a diverse group of ELL students with similar levels of both Spanish literacy and English language ability. Rigorous testing would need to be done in order to determine if the students had similar levels of background knowledge, or understanding of English, as well as advanced literacy in Spanish. Finding students that had similar English abilities would help determine if the incorporation of bilingual literature is effective and beneficial because it would reduce variability between student knowledge and understanding, and hopefully show the benefits of bilingual literature on the language acquisition of ELL students. Also important, is the level at which the ELL student can read and comprehend literature in Spanish, as it would be difficult to incorporate bilingual literature into the curriculum if the students were not able to read sufficiently in their first language.

Looking back, I would also include more assessment into my research design. As the lessons would progress, I would perform weekly progress monitoring language assessments in order to monitor the changes in second language development more closely. I believe that these "mini" assessments could show the growth, decline, or stagnation of second language development of the ELL students within the three text groups, further proving or disproving my thesis. This form of progress monitoring would provide even more data that could then be analyzed and critiqued alongside the pretest and posttest data, and work to make the results more clear.

I am extremely disappointed that I was unable to complete this research project, for I feel the benefits and findings that could have come from the research are valuable and important. I find it baffling that the research on bilingualism and ESL education points to the use of an ELL student's first language within the classroom, yet the actual practice does not reflect the current research. Why shouldn't we allow students to use the knowledge that they already have to help them learn English as efficiently as possible? Why don't we allow students to utilize their first language in order to help build up the second? Rather than supporting bilingualism as a beneficial ability, we unintentionally tell students that their first language is less important than English. It is quite possible, that this effect could make ELL students resistant to learning English as well. Furthermore, we teach them in a way that does not support, encourage, or sustain bilingualism. I hope that at some point in the near future, the research on bilingual education and instruction will begin to change the manner in which ELL students are taught in our classrooms across the country. We should teach these students to succeed, take pride in their bilingualism, and to use their bilingualism to their learning advantage.

As a new teacher, I aim to utilize students' strengths within my classroom as a way to further their education and increase their learning. I believe that a student's first language is such a strength that should be taken advantage of within the classroom as a supportive tool. I personally will incorporate bilingual literature into my classroom, as a way to peak interest and increase understanding. I want to promote bilingualism to my future ELL students, as well as my English language speakers that are learning a second language.

After completing this project, reading the current research, speaking with experienced ESL educators, and working with ELL students in my own classroom, it is my recommendation that bilingual literature (be it semi-bilingual or fully-bilingual) should be used in the teaching and instruction of English and literacy. Keeping and utilizing bilingual literature in the classroom can not only increase the understanding of English for the ELL student, but also be a marker of your support for your students' budding bilingualism.

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## **Appendix**

Materials for Literature Lessons: Text Groups

**Group 1: English Version**

Frog and Toad are Friends

By Arnold Lobel

Spring

Frog ran up the path to Toad's house. He knocked on the front door. There was no answer. "Toad, Toad," shouted Frog, "wake up, it is spring!"

"Blah," said a voice from inside the house.

"Toad! Toad!" cried Frog. "The sun is shining! The snow is melting. Wake up!"

"I am not here," said the voice.

Frog walked into the house. It was dark. All the shutters were closed. "Toad, where are you?" called Frog.

"Go away," said the voice from a corner of the room.

Toad was lying in bed. He had pulled all the covers over his head. Frog pushed Toad out of bed. He pushed him out of the house and onto the front porch. Toad blinked in the bright sun.

"Help!" said Toad.

"I cannot see anything."

"Don't be silly," said Frog, "What you see is the clear warm light of April. And it means that we can begin a whole new year together, Toad. Think of it," said Frog. "We will skip through the meadows and run through the woods and swim in the river. In the evenings we will sit right here on this front porch and count the stars."

"You can count them, Frog," said Toad. "I will be too tired. I am going back to bed."

"You have been asleep since November," said Frog.

"Well then," said Toad, "a little more sleep will not hurt me. Come back again and wake me up at about half past May. Good night, Frog."



Vocabulary Match-Up  
"Frog and Toad are Friends"

**Directions:** On the dotted lines, cut out the vocabulary words below and match them to the correct picture.

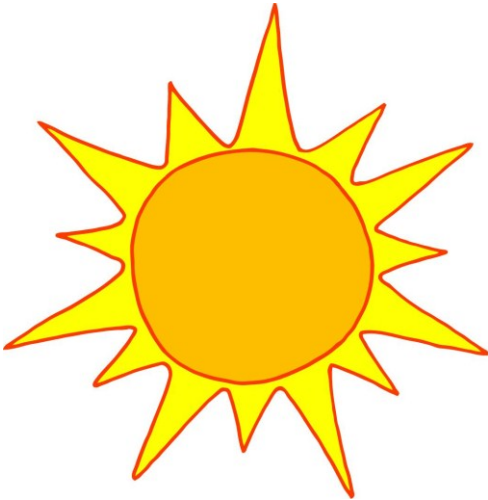
Spring	House
Sun	Snow
Year	Woods
River	Stars
Bed	Swim
Melting	Path

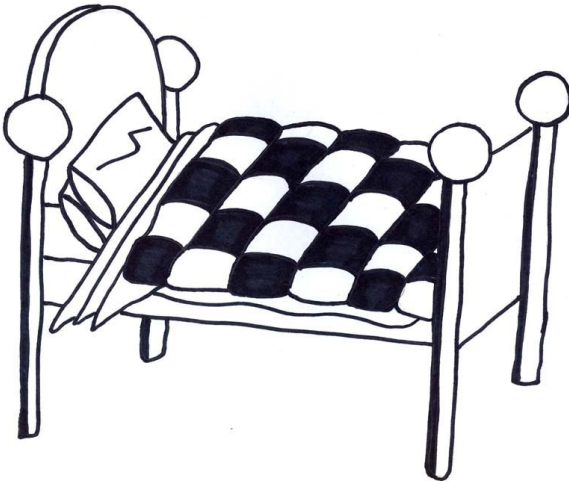
# Frog



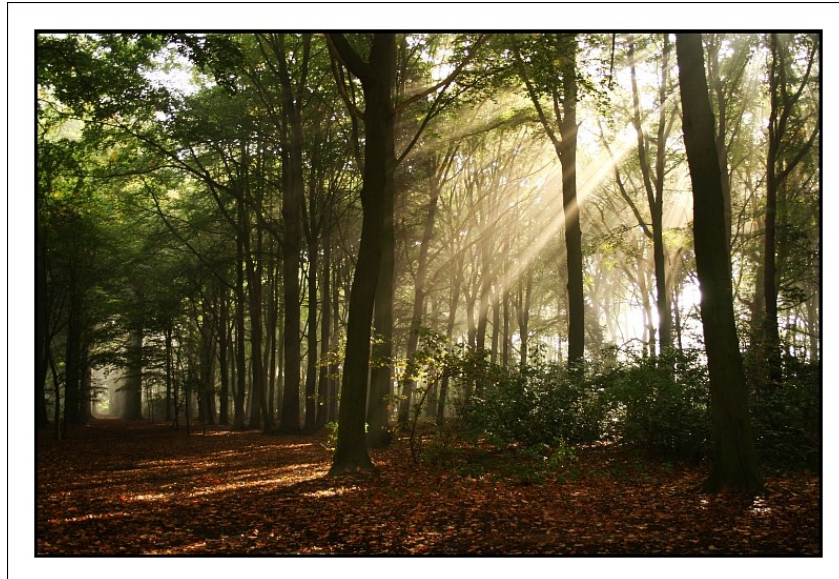
# Toad











\*Images from Google.com

**Group 2: Semi-bilingual Version**

Frog and Toad are Amigos

By Arnold Lobel

Primavera

Frog ran up the path to Toad's house. He knocked on the front door. There was no answer. "Toad, Toad," shouted Frog, "wake up, it is la primavera!"

"Blah," said una voz from inside la casa.

"Toad! Toad!" cried Frog. "El sol is shining! La nieve is melting. ¡Despierta!"

"I am not here," said la voz.

Frog walked into la casa. It was dark. All the shutters estaban cerradas. "Toad, dónde estás?" called Frog.

"Go away," said la voz from a corner of the room.

Toad was lying in la cama. He had pulled all the covers over his cabeza. Frog pushed Toad out of la cama. He pushed him out of la casa and onto the front porch. Toad blinked in el brillo del sol.

"Help!" said Toad.

"No puedo ver nada."

"Don't be silly," said Frog, "What you see is the clear warm light of abril. And it means that we can begin a whole año nuevo together, Toad. Think of it," said Frog. "We will skip through the meadows and run through los bosques and swim in el río. In the evenings we will sit right here on this front porch and count las estrellas."

"You can count them, Frog," said Toad. "I will be too tired. I am going back to mi cama."

"You have been asleep since noviembre," said Frog.

"Well then," said Toad, "un poco más will not hurt me. Come back again and wake me up at about half past mayo. Buenas noches, Frog."



Vocabulary Match-Up  
"Frog and Toad are Friends"

**Directions:** On the dotted lines, cut out the vocabulary words below and match them to the correct picture.

Spring (Primavera)	House (La Casa)
Sun (El Sol)	Snow (La Nieve)
Year (El Año)	Woods (Los Bosques)
River (El Río)	Stars (Las Estrellas)
Bed (La Cama)	Swim (Nadar)
Melting (Está Derritiendo)	Path (El Sendero)

# Frog



La Rana  
“Sepo”

# Toad



El Sapo  
“Sapo”

**Group 3: Fully-bilingual Version**

Frog and Toad are Friends

By Arnold Lobel

Spring

Frog ran up the path to Toad's house. He knocked on the front door. There was no answer. "Toad, Toad," shouted Frog, "wake up, it is spring!"

"Blah," said a voice from inside the house.

"Toad! Toad!" cried Frog. "The sun is shining! The snow is melting. Wake up!"

"I am not here," said the voice.

Frog walked into the house. It was dark. All the shutters were closed. "Toad, where are you?" called Frog.

"Go away," said the voice from a corner of the room.

Toad was lying in bed. He had pulled all the covers over his head. Frog pushed Toad out of bed. He pushed him out of the house and onto the front porch. Toad blinked in the bright sun.

"Help!" said Toad.

"I cannot see anything."

"Don't be silly," said Frog, "What you see is the clear warm light of April. And it means that we can begin a whole new year together, Toad. Think of it," said Frog. "We will skip through the meadows and run through the woods and swim in the river. In the evenings we will sit right here on this front porch and count the stars."

"You can count them, Frog," said Toad. "I will be too tired. I am going back to bed."

"You have been asleep since November," said Frog.

"Well then," said Toad, "a little more sleep will not hurt me. Come back again and wake me up at about half past May. Good night, Frog."

**Group 3: Fully-bilingual Version**"Sepo y Sapo son Amigos"

De Arnold Lobel

Primavera

Sepo subió corriendo por el sendero a la casa de Sapo. Llamó a la puerta. Nadie contestó. "Sapo, Sapo," gritó Sepo, "despierta. ¡Ha llegado la primavera!"

"Bah," dijo una voz dentro de la casa.

"¡Sapo! ¡Sapo!" gritó Sepo. "¡Brilla el sol! La nieve se está derritiendo. ¡Despierta!"

"Yo no estoy," dijo la voz.

Sepo entró en la casa. Estaba oscuro. Todas las contraventanas estaban cerradas.

"Sapo, ¿dónde estas?" le llamó Sepo.

"Vete," dijo la voz desde una esquina de la habitación. Sapo estaba en la cama. Se había echado las mantas por encima de la cabeza. Sepo sacó a Sapo de la cama empujándole hasta el porche de entrada. Sapo parpadeó por el brillo del sol.

"¡Socorro!" dijo Sapo, "No puedo ver nada."

"No seas bobo," le dijo Sepo. "Lo que ves es la clara luz cálida de abril. Y eso significa que podemos empezar todo un nuevo año juntos, Sapo. Date cuenta, podremos saltar por los prados y correr por los bosques y nadar en el río. Por las tardes nos sentaremos aquí mismo en este porche y contaremos las estrellas."

"Cuéntalas tú, Sepo," dijo Sapo. "Yo estaré demasiado cansado. Me vuelvo a la cama."

"Has estado dormido desde noviembre," dijo Sepo.

"Bueno," dijo Sapo, "entonces un poco más de sueño no me hará daño. Vuelve otra vez y despiértame a mediados de mayo. Buenas noches, Sepo."

Vocabulary Match-Up  
"Frog and Toad are Friends"

**Directions:** On the dotted lines, cut out the vocabulary words below and match them to the correct picture.

Spring	House
Sun	Snow
Year	Woods
River	Stars
Bed	Swim
Melting	Path

Vocabulary Match-Up  
"Sapo y Sapo son Amigos"

**Directions:** On the dotted lines, cut out the Spanish vocabulary words below and match them to the correct picture and English vocabulary word.

La Casa	Está Derritiendo
Las Estrellas	El Río
El Sol	El Año
Los Bosques	El Sendero
La Cama	La Nieve
Primavera	Nadar

# Frog



La Rana  
“Sepo”



# Toad



El Sapo  
“Sapo”