



A K-2 Cognate Curriculum for Picture Books and Read Alouds

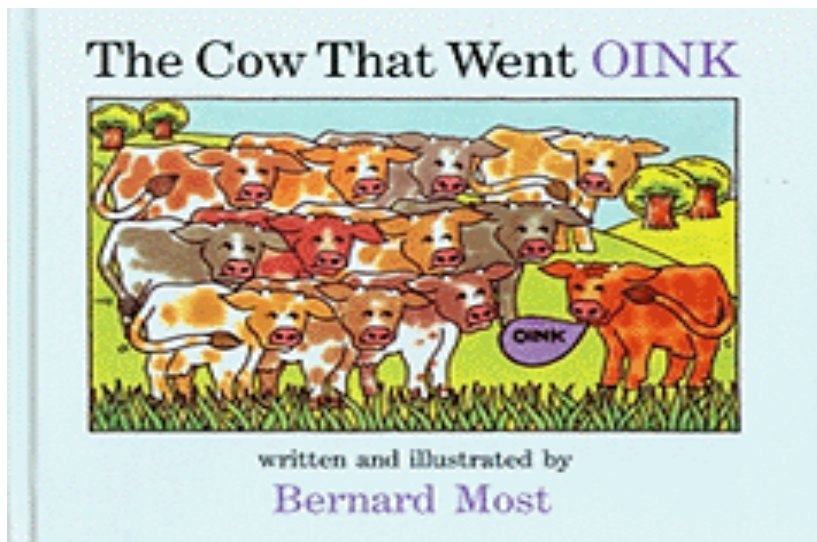
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La Cosecha
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The Cow That Went Oink

(Bernard Most)



**There once was a cow
that went “oink.” The
cows that went moo
laughed at the cow
that went “oink.”**

**There once was pig
that went “moo.”
The pigs that went
oink laughed at the
pig that went “moo.”**



Spanish-English Cognates

Cognates are words in English and Spanish that

- (1) possess the same or nearly the same orthography
- (2) semantic meaning *and*
- (3) share the same etymology.



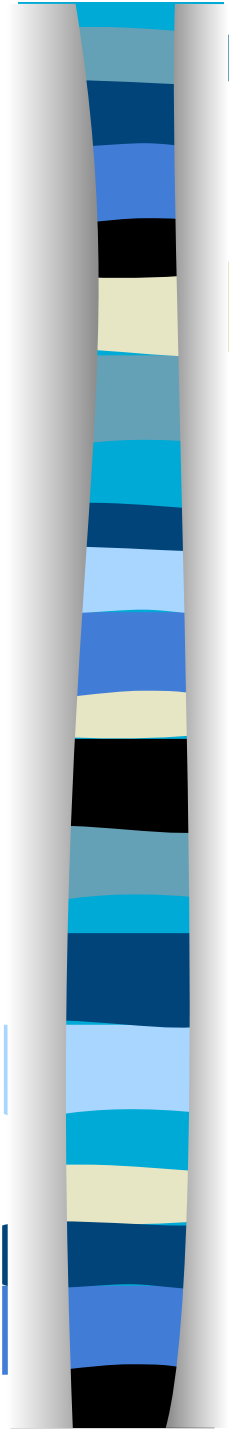
Examples

- [identical] altar—*altar* hospital—*hospital*
- [similar] family—*familia*, project—*proyecto*,
- [dissimilar] rice—*arroz*, scarce—*escaso*



Estimate

**How many Spanish-English
cognates are there?**



More than 20,000
Spanish-English Cognates



Main Idea of This Presentation

- Teach English-Spanish Cognate Vocabulary early and often.



Why Focus on Cognates?

- Research shows there is a strong relationship between knowledge of vocabulary and ability to comprehend a text.
- Explicit vocabulary instruction has been associated with improved comprehension.
- One of the instructional strategies that has been found to be especially valuable for Spanish-speaking students is their knowledge of cognate words, **which account for from a 1/3 to as much as 1/2 of the active vocabulary of an average educated English speaker.**



Background Knowledge

- In memory, cognates are at a higher strength than non-cognate words. Therefore, they are ***easier*** to learn and more ***resistant to forgetting***.
- Students should be prepared to form associations between cognates and non-cognates to scaffold the learning of non-cognates



Word Play

- Goodman (2003)

Through language study, students come to realize that as they talk and think about language in serious ways they are continuously learning about language.

They become conscious that they know a lot about language intuitively and that they can talk about language with others, and they come to believe that they have power and control over language. (p. 9)



Playing Loteria (René Colato-Lainez)

A little boy visits his grandmother in Mexico, and with the help of la *lotería*, the boy and the grandmother learn Spanish and English from each other, respectively.

A special bond between a boy and his grandmother emerges.





Playing Loteria (Colato-Lainez)

- *One afternoon, we went to the open market. There were many people selling fruit, meat, and candy.*
- *“Let’s buy un mango,” abuela said.*
- *“Mango is the same in English,” I told her.*
- *“Let’s buy una banana,” abuela said.*
- *“Banana is the same in English, too.”(sic)*
- *“Let’s buy pollo,” abuela said.*
- *“Pollo in English is chicken,” I told her.*
- *Then abuela held a cabbage in her hand and said, “I know! Let’s buy un **rechicken**”*
- *“No, abuela,” I laughed. “Repollo is cabbage, not rechicken.”*



Vocabulary Knowledge

- Cognates can be Tier 1, Tier 2, or Tier 3 words
- Tier 1 Vocabulary Common everyday words that children learn at home and *no* instruction is required as to their meaning. (*home, hour, dog*)
- **Tier 2 Vocabulary** words that adults know
(*sufficient, content, analyze*)
- Tier 3 Vocabulary specific and technical words in disciplines (*photosynthesis, democracy*)



Academic Vocabulary

- Latin was once the language of scholarship;
- Academic vocabulary is comprised of words that originated from the **Latin** and **Greek**;
- Many words in textbooks and textbook glossaries are cognates:
democracy, microscope, literary



Using Picture Books *and* Easy Readers

- **Create Content Objectives**
- **Create Language Objectives**
using the English-Spanish Cognates



Your Turn...

- Choose a read aloud
- Skim the book and ...
 - Write a content objective
 - Write a language objective (Introducing the English-Spanish)
- Share your content objective and your language objective



Example

The Sneetches and Other Stories

- **Content Objectives**

- Teach students about
Tolerance and Prejudice

- **Language Objectives**

- Introduce the English-Spanish
Cognates in the book

- **Really--*realmente***

- ***possibly--posiblemente***

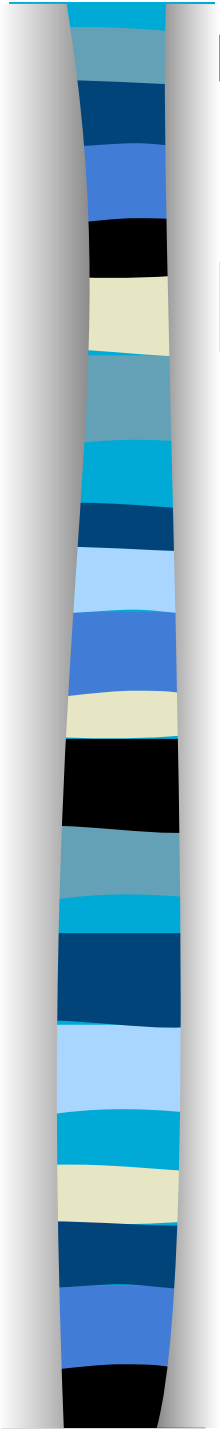
- **Precisely--*precisamente***



English-Spanish Databases

- <http://www.angelfire.com/ill/monte/picturebookcognates.html>
- <http://www.angelfire.com/ill/monte/findacognate.html>
- <http://www.wordsift.com>

Morphology & Morphological Rules





Morphology

- Many of the Latin and Greek root words can be used to generate hundreds and hundreds of words, many of which are Spanish-English cognates.
- For instance, the root word **audi-** give us:
 - inaudible (inaudible),*
 - auditorium (auditorio),*
 - audience (audiencia),*



Morphology

Use morphology exercises to make Spanish-Speaking ELLs aware of cognates



Prefix and Suffix Regularities

- There are many prefix and word-initial regularities.

sp- = esp-
special - especial

- There are also many suffix and word-ending regularities.

-ity = -idad
honesty = *honestidad*

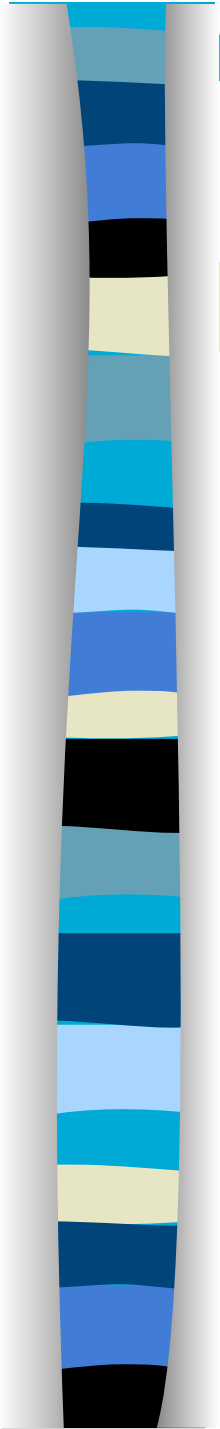


Morphology

- Root Words (-port-)
import, export, transport, portal ...
- Root Words (-form)
reform, transformation, formation ...
- Root Words (-rupt)
corrupt, erupt, rupture

Morphology

- Try a few on your own ...





Morphology

Nouns

- Prefixes and **word initial regularities**

special = especial state = estado

- Suffixes and **word ending regularities**

vanity = *vanidad*; brevity = *brevedad*

-ity = -idad

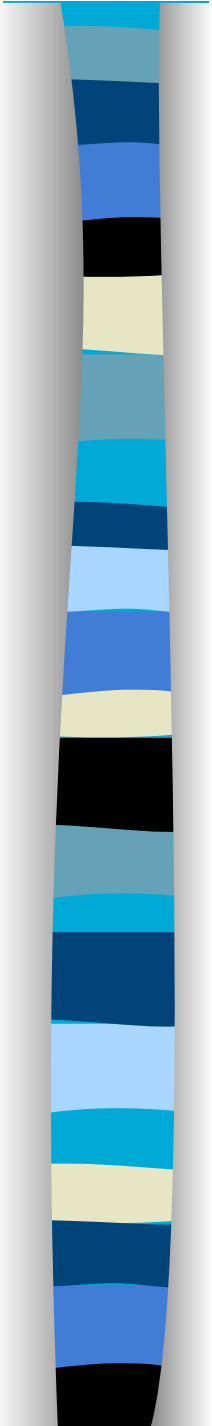
More ...



The Most Common Activity for Working with Cognates

Cognates in the Classroom

Third-Grade Bilingual Classroom



English and Spanish Cognates
(Cognates: words that share a common origin and mean the same in both languages.)

English	Spanish
absolute	absolutamente
atencion	atencion
balance	balancear
bank	banco
biography	biografia
calendar	calendario
conflict	conflicto
decide	decidir
error	error
elegant	elegante
eternity	eternidad
fatigue	fatiga
false	falso
favorable	favorable
giant	gigante

Stack the Words...



Transport

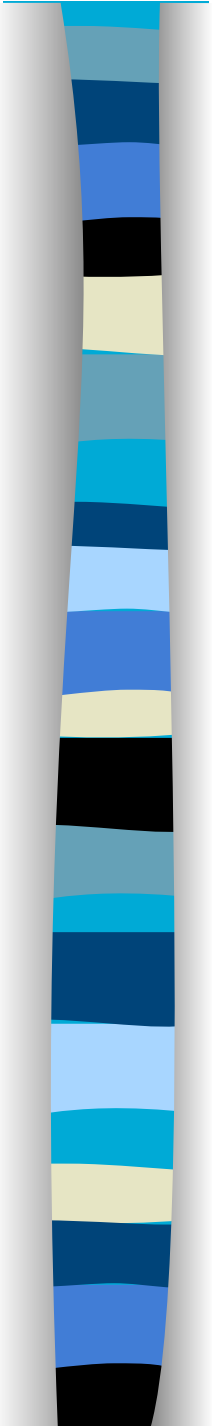
Transported

Transportation

honest

honesty

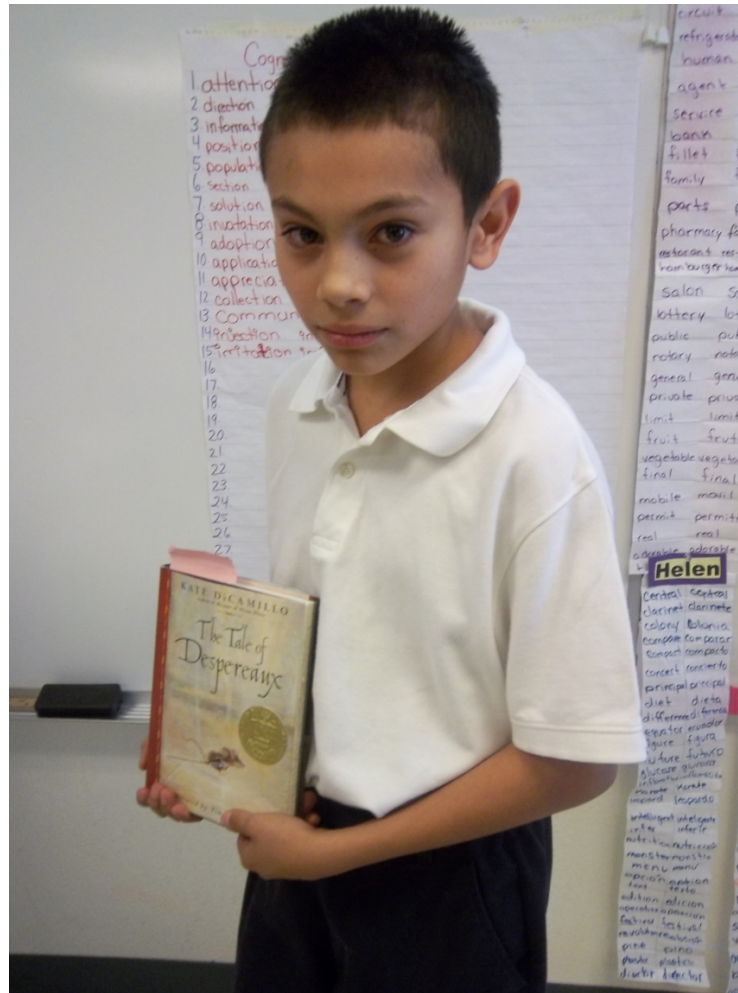
honestly



**When Cognates are Introduced
Early and Often Students in the
Upper Grade would have
increased their Academic
Vocabulary**

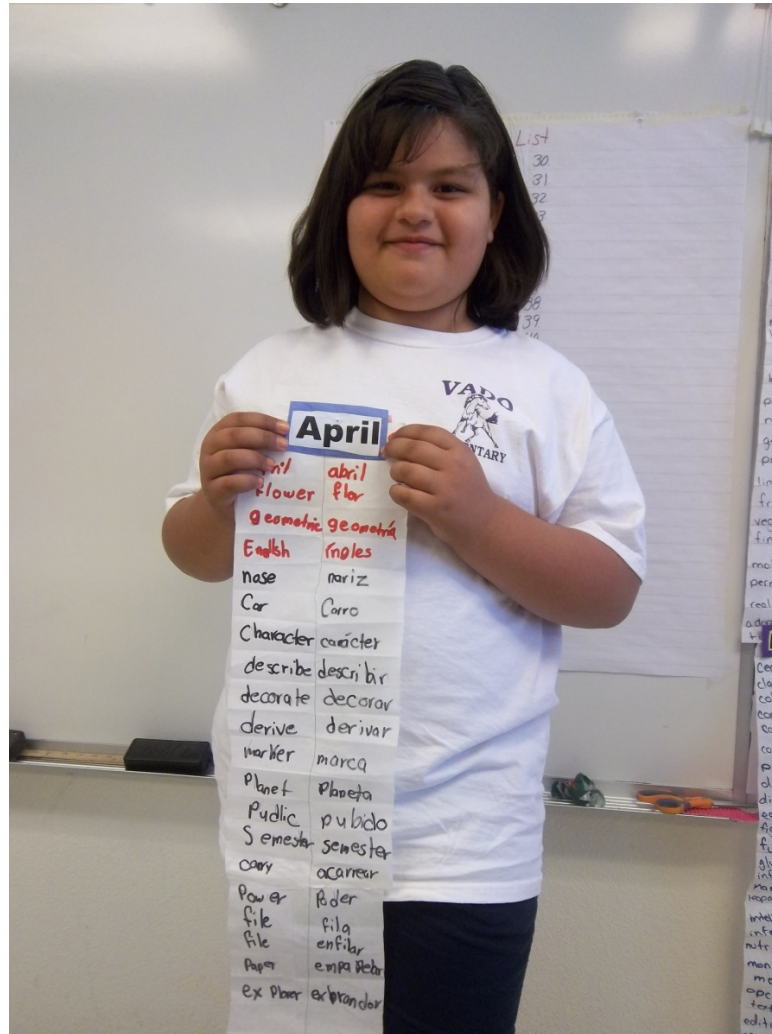
**Example of Cognates in a
Fourth-Grade Classroom**

Cognates in a Fourth-Grade Class



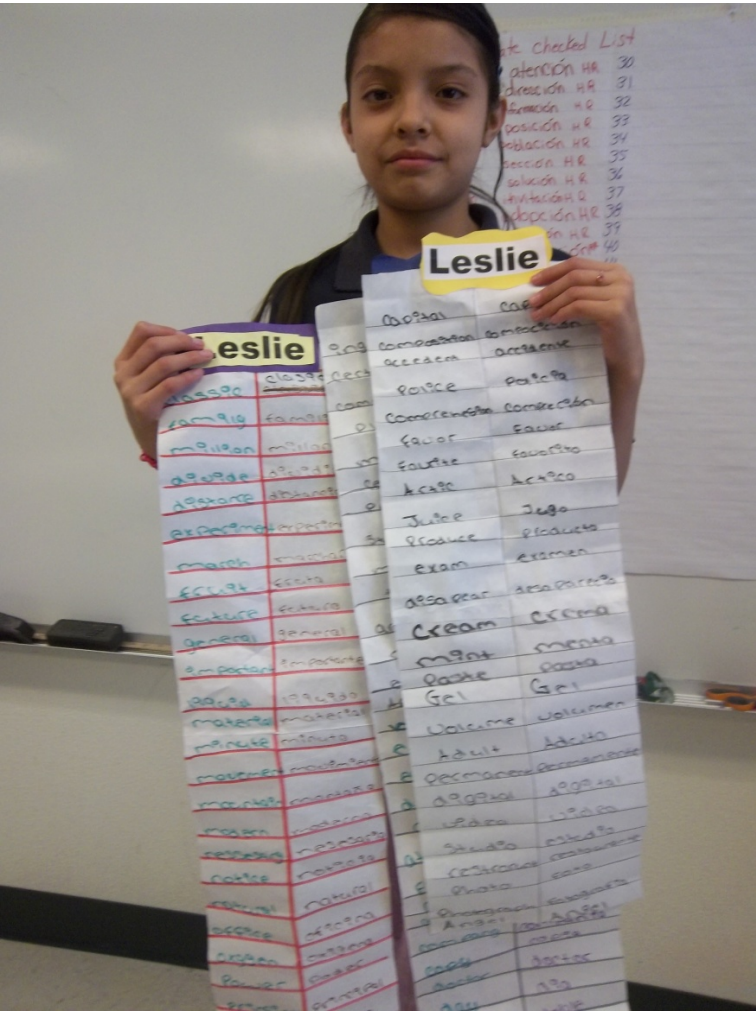
Student Cognates in Read Alouds

Cognates in a Fourth-Grade Class



Student Created Lists of Cognates—Homework List

Cognates in a Fourth-Grade Class



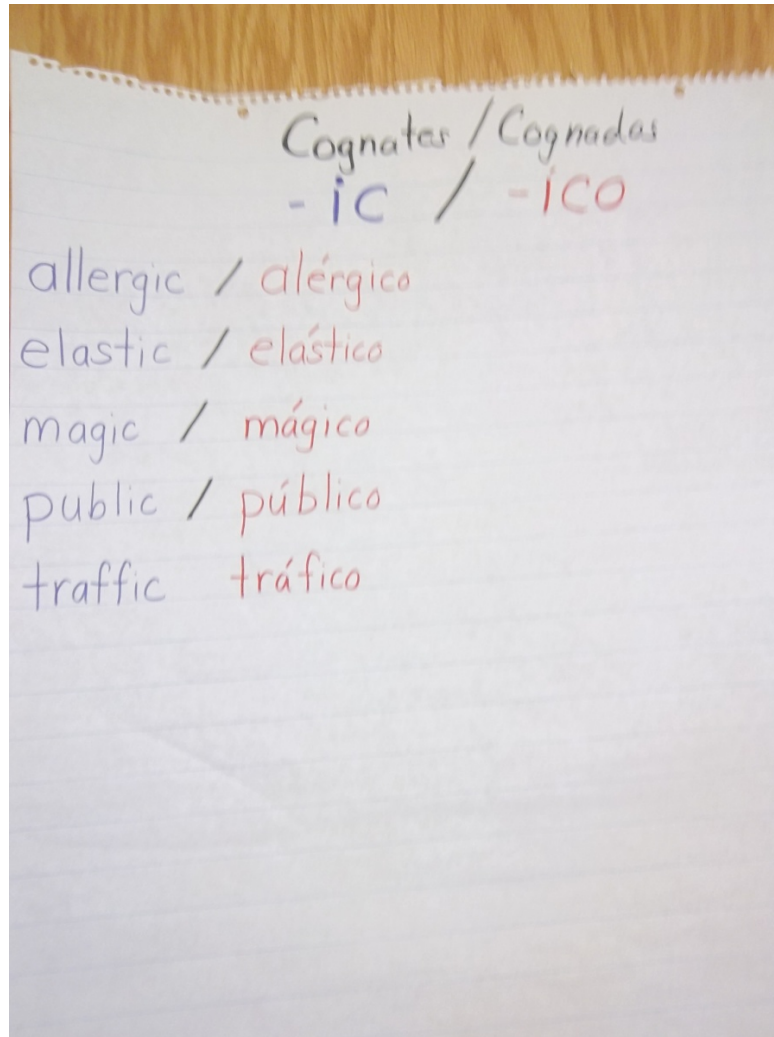
Student Created Lists of Cognates—Homework List

Cognates in a Fourth-Grade Class

respect	respeto	recuerdar
September	septiembre	minutar
October	octubre	tres
magic	mágico	medical
expression	expresión	circuito
count	contar	frigerador
fiction	ficción	umano
camera	camara	ente
dollar	dolar	vicio
rent	renta	nco
protect	protejer	ete
information	información	ilia
alcohol	alcohol	tes
during	durante	ria
princess	princesa	ante
baby	bebé	rosa

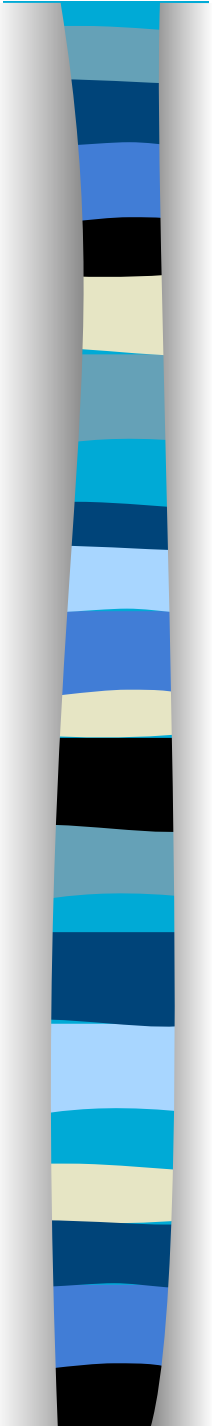
Student Created Lists of Cognates—Homework List

Word Endings -ic/-ico



***Morphological
Regularities***

Verifying Cognates

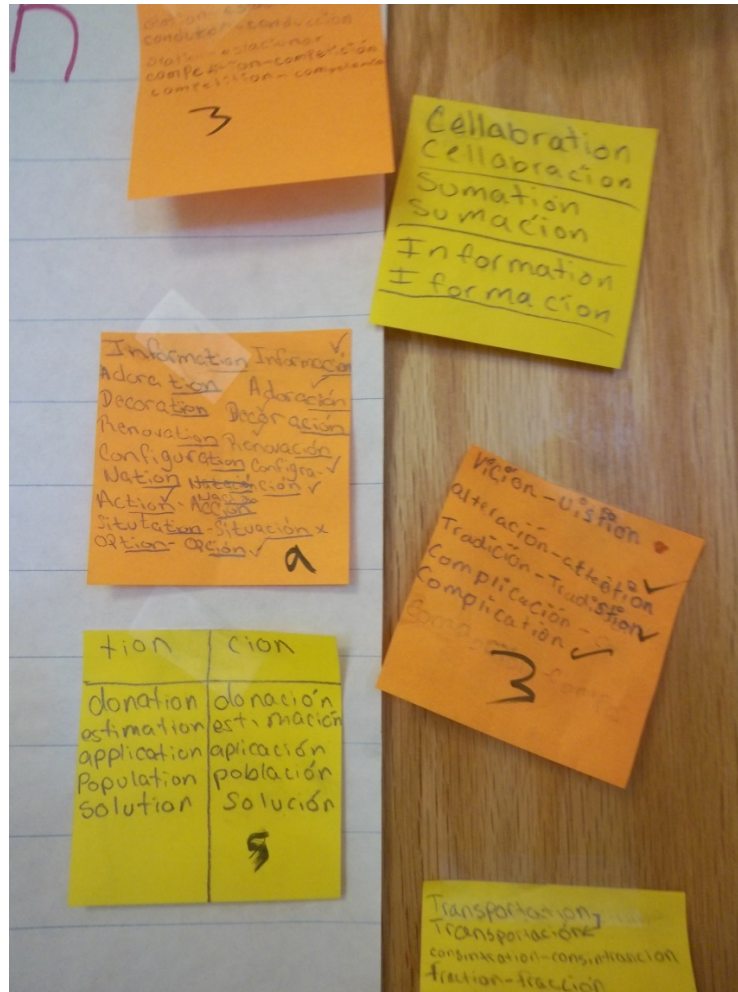


Cognate checked List

1.	attention	atención	HR	30.
2.	direction	dirección	HR	31.
3.	information	información	HR	32.
4.	position	posición	HR	33.
5.	population	población	HR	34.
6.	section	sección	HR	35.
7.	solution	solución	HR	36.
8.	invitation	invitación	HR	37.
9.	adoption	adopción	HR	38.
10.	application	aplicación	HR	39.
11.	appreciation	apreciación	HR	40.
12.	collection	colección	HR	41.
13.	Communication	comunicación	HR	42.
14.	injection	inyección	HR	43.
15.	imitation	irritación	HR	44.
16.				45.
17.				46.
18.				47.
19.				48.
20.				49.
21.				50.
22.				51.
23.				52.
24.				

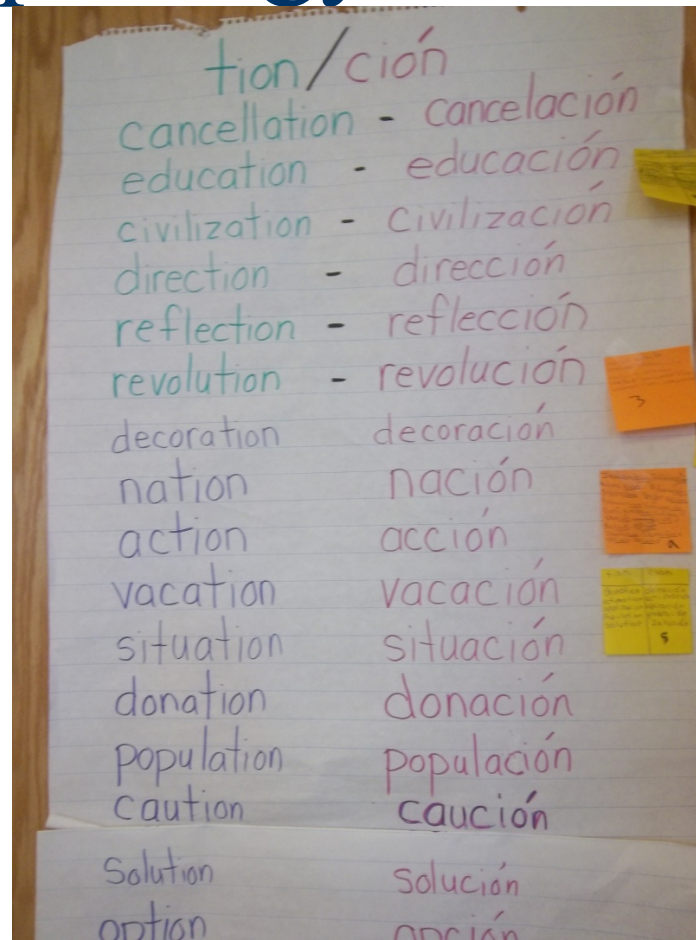
Verified Cognate Pairs Using the Find-a-Cognate Database

Children's Cognate Suggestions

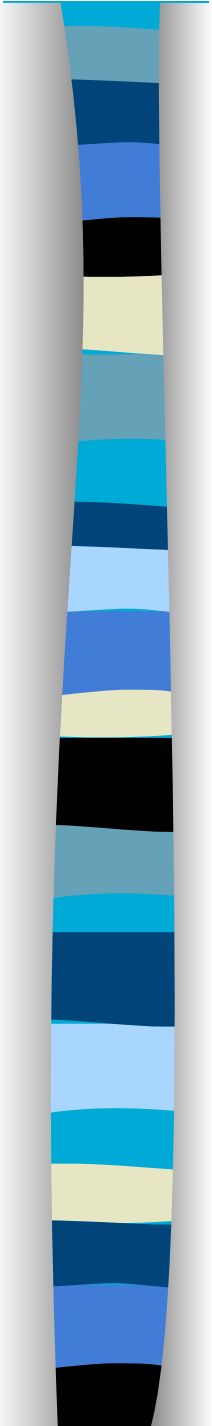


*Morphological
Regularities*

Morphology Word Walls

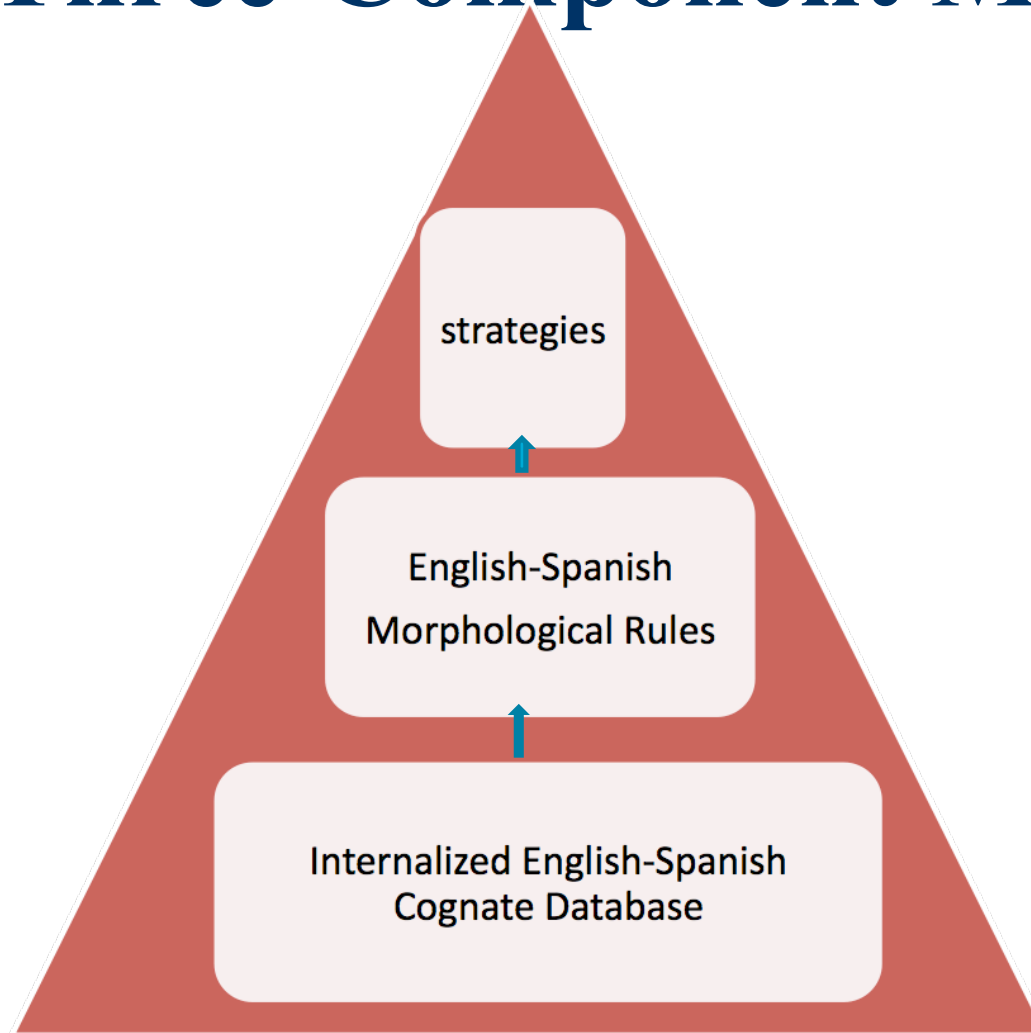


Morphological Regularities *tion=cion*



**Did we Expand your Knowledge of
Cognates to Tap the Rich Linguistic
Background of Your Latino Els?**

Three-Component Model





Component 1: Internalize Cognates

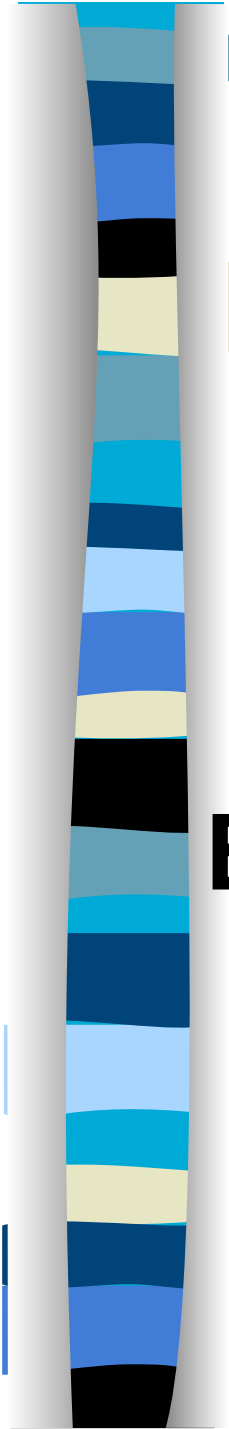


How can Teachers Help Students?

Use Your Picture Books *and*
Easy Readers

to

Build their Skill of Using Cognates
(Tapping into their Rich Linguistic Background)

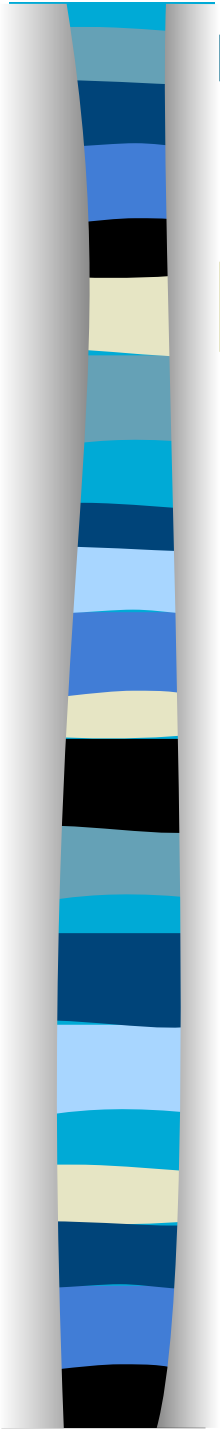


Examples of Using Word Play

What's the Rule?

■ Word 1

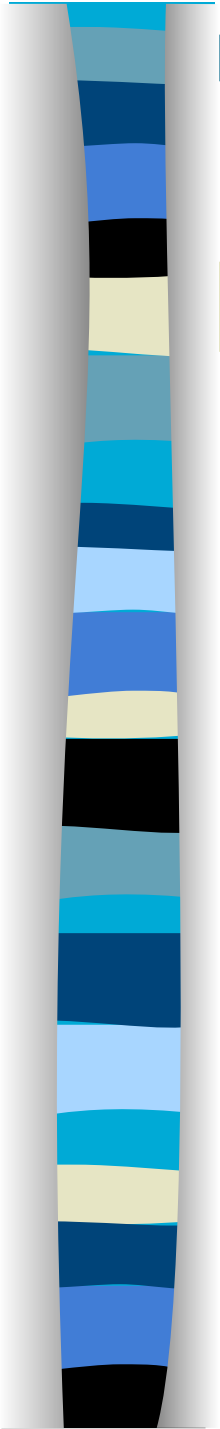
■ Word 2



WHICH ONE?

■ poem

■ hot





Play Memory

Kids enjoy playing Memory or Matching

Using pairs of index cards add cognate words:

- animal animales burro burro
- intended intentó
- idea idea ocurrió
occurred
- attention atención finally
finalmente
- imitando imitated



Review

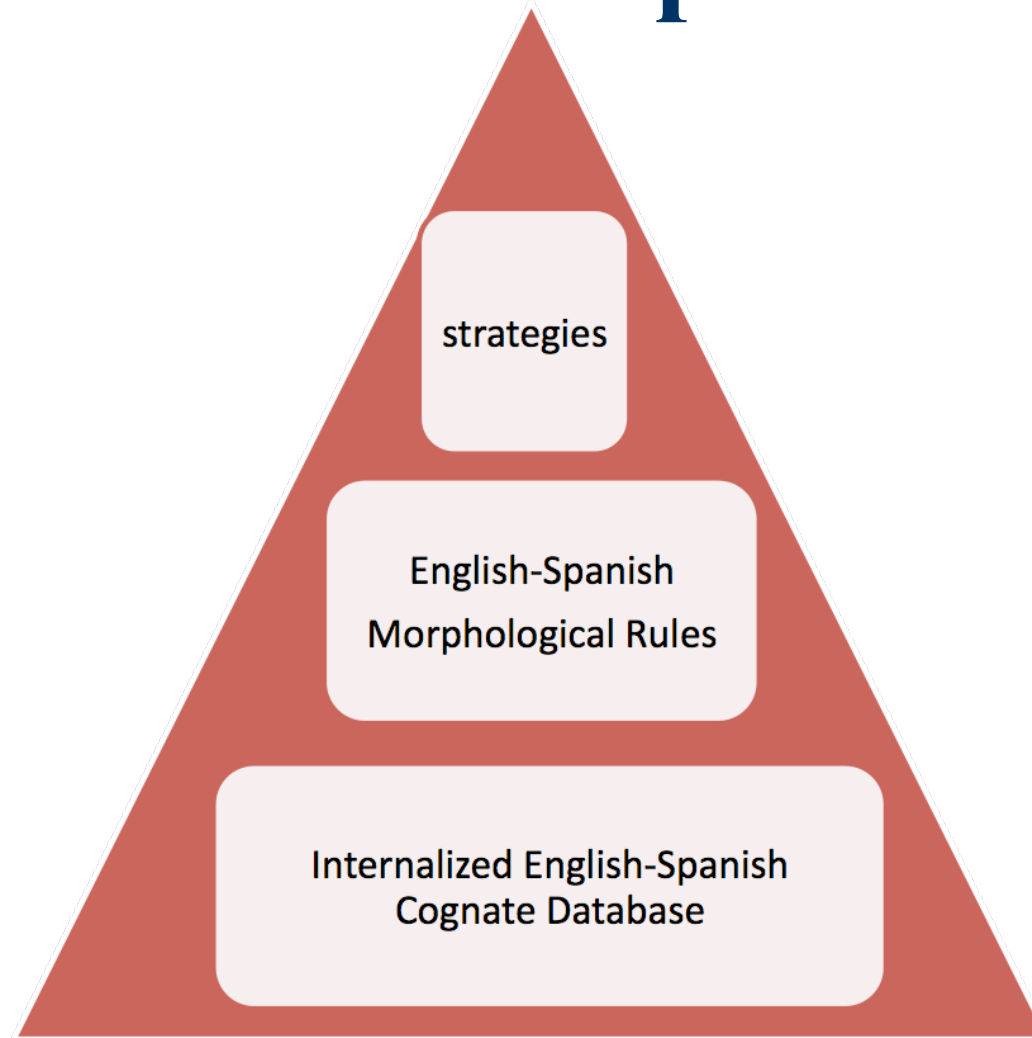
1. With your partner
 - Name three activities you can do to introduce cognates.



Review—Ideas for Using Cognates...

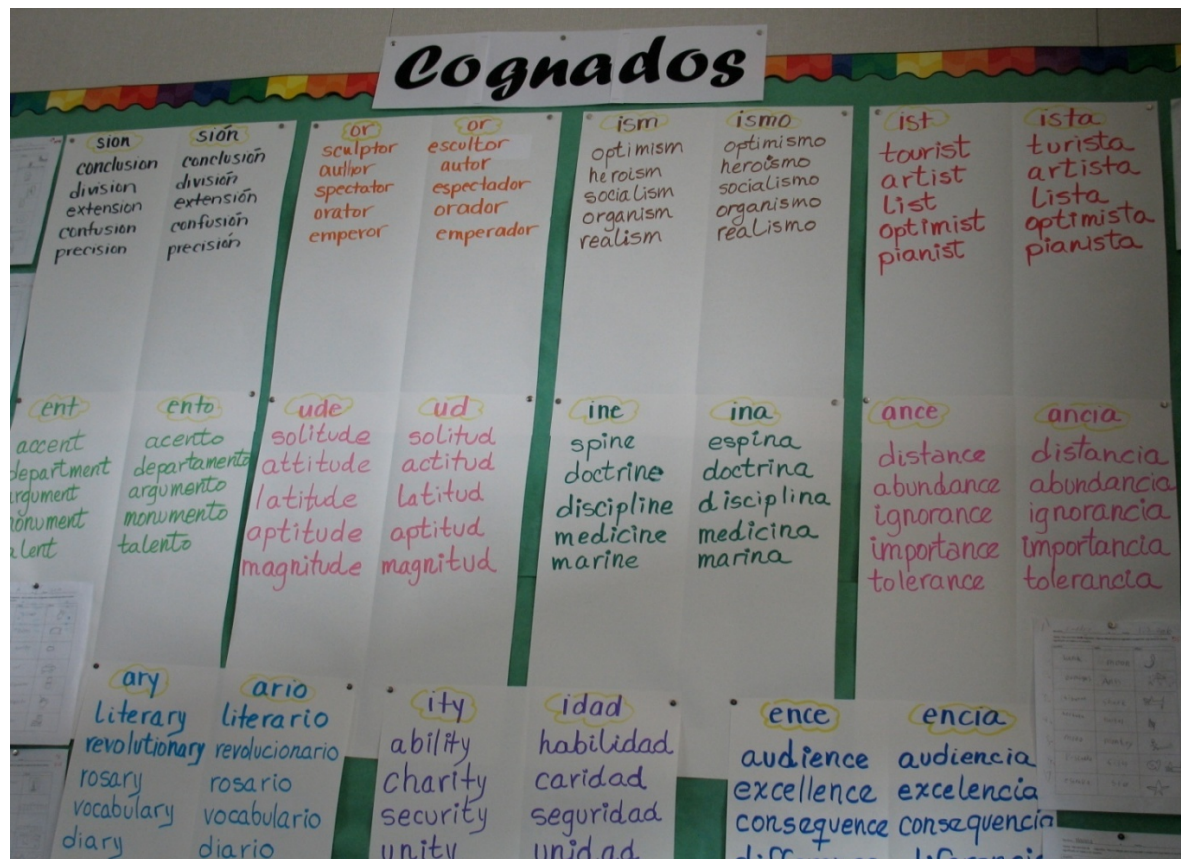
- 1. Introduce the cognate induction game
- 2. Incorporate cognates into your language objectives during your read aloud.
- 3. Bilingual Word Play through picture books, riddles, jokes, games (Memory), etc.
- 4. Other ideas. Turn to your partner and review what you have learned.

Three-Component Model



Cognate Word Walls 6th Grade

Morphological Regularities





Introduce Students to the Cognate Database- *An Activity*

- Provide students with list of vocabulary words and have students check the cognate database to see if the words are cognates.
- Example in the handout



Review

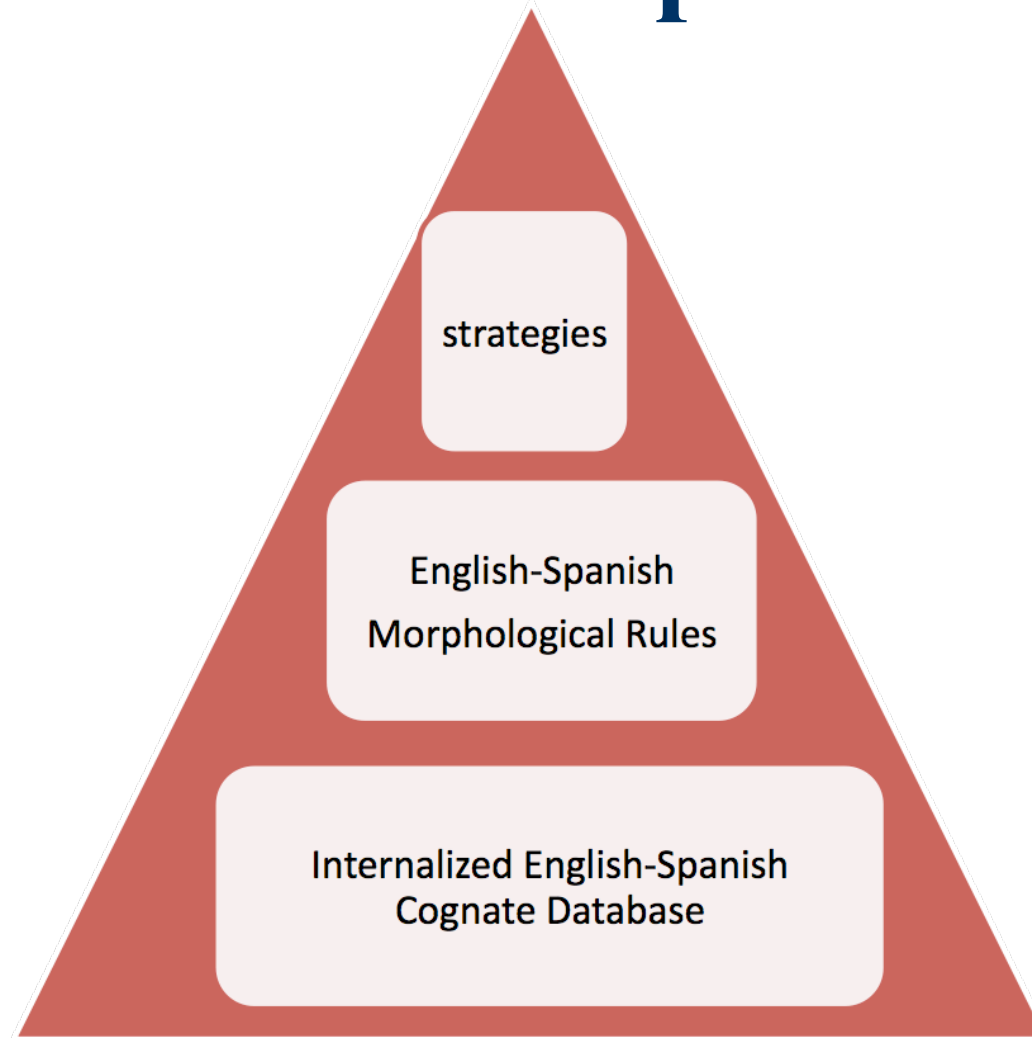
- 1. With your partner component II Morphology and Morphological Rules
 - What lessons you can do to introduce
 - (a) morphology (root words, prefixes, suffixes) and
 - (b) morphological regularities



Review—Ideas for Using Cognates...

- 1. Introduce suffixes or ending regularities
- 2. Introduce prefixes or initial word regularities
- 3. Introduce root words and generate more words
 - Develop a Cognate Word Wall
 - Stack the words
- 4. **Other ideas.** Turn to your partner and think of a new idea...

Three-Component Model





Component III: Strategies Grades 4-12



Background Knowledge

3 Types of Non-Cognate Words

1. Single words
2. Phrasal verbs
3. Compound words



Examples of Non-Cognate Words

**Let's Look at a Few of These
Non-Cognate Words**

- 1. Single words**
- 2. Phrasal verbs**
- 3. Compound words**



Strategies

1. Introduce Cognates-Dewey Decimal System
2. Context Clues
3. Similes and Metaphors
4. Analogies



Another Way to
Introduce Cognates

**DEWEY DECIMAL SYSTEM
ACTIVITY**



Cognates can also be used to ...

**Scaffold the Learning of
Non-Cognates by using Cognates
in context clue vocabulary
exercises/activities**



Context Clues

- Synonyms
- Antonyms
- Examples
- The verb to be (definitions)
- Appositive phrases
- Punctuation



Cognates to Scaffold the Learning of Non-Cognates

Let's try some on your own...



Cognates can also be used to ...

Scaffold the Learning of
Similes & Metaphors



Cognates and Similes

- *Help students understand what a **simile** is without having to worry about their comprehension of every word:*

The advice was like a map.

The problem was like an elephant.

The ballerina was like a robot.

The desert was like an ocean.



Cognates and Metaphors

- *Help students understand what a **metaphor** is without having to worry about their comprehension of every word:*

The instructor was a dictator.

The ideas were pearls.

The adolescent was an island.

The princess was a tiger.



Cognates to Scaffold the Learning of Analogies

Use Cognates to scaffold learning of analogies.

LANGUAGE LEARNING

1. Use *Root Word relationships*
2. Use *Word initial relationships*
3. Use *Word-ending relationships*
4. Use *Spelling relationships*
5. Use *Parts of Speech relationships*



Context Clues

Example with *Esperanza Rising*

***Sixth and seventh grade students at a
Saturday Migrant Education School***



Comparing Cognates & Non-Cognates

Cognates

- select
- hypothesize
- construct
- produce
- what inference can you...
- identify

Non-cognates

- choose
- match
- role play
- sketch
- what would happen if...
- make up



Cognates to Scaffold the Learning of Similes & Metaphors

1. *The advice was like a map.*

Topic: advice (aviso)

Vehicle: map (mapa)

Ground: direction (direccion)



Cognates and Similes

- *Help students understand what a **simile** is without having to worry about their comprehension of every word:*

The advice was like a map.

The problem was like an elephant.

The ballerina was like a robot.

The desert was like an ocean.



Cognates to Scaffold the Learning of Similes & Metaphors

1. *The problem was like an elephant.*

Topic:

*Vehicle: **elephant** (elefante)*

*Ground: **enormous** (enorme)*



Cognates to Scaffold the Learning of Similes & Metaphors

1. *The ballerina was like a robot.*

Topic: ballerina

Vehicle:

Ground:



Cognates to Scaffold the Learning of Similes & Metaphors

1. Try one on your own.



Cognates to Scaffold the Learning of Metaphors

1. *The instructor was a dictator.*

Topic: instructor

Vehicle: dictator

Ground: cruel, authoritarian



Cognates can also be used to ...

Scaffold the Learning of
Analogies

Let's try some...



Cognates to Scaffold Learning of Analogies

1. *Synonym analogies*
2. *Antonym analogies*
3. *Function analogies*
4. *Part-to-whole analogies*
5. *Categorization analogies*



Review

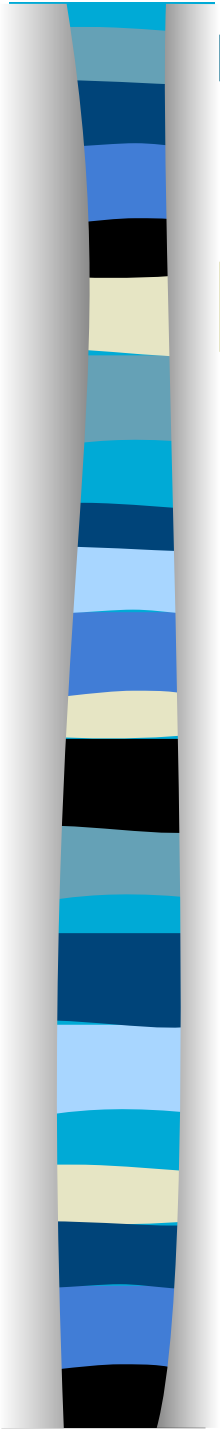
1. With your partner component III Strategies
 - Name three lessons you can do to introduce strategies
 - (a) context clues
 - (b) similes and metaphors
 - (c) analogies



Review—Ideas for Using Cognates...

- 1. Introduce context clues scaffolding non-cognates with cognates
- 2. Introduce similes and metaphors
- 3. Introduce analogies
- 4. **Other ideas.** Turn to your partner and think of a new idea...

Cognate Resources





Books

■ *NTC's Dictionary of Spanish Cognates*
by Rose Nash

■ *Instant Spanish Vocabulary Builder*
by Tom Means



Websites

- Find-a-Cognate Database (online)

<http://www.angelfire.com/ill/monte/findacognate.html>

- Cognates in Picture Books Database

<http://www.angelfire.com/ill/monte/picturebookcognates.html>

Vocabulary Development with Context Clues

- <http://www.angelfire.com/ill/monte/contextclues.html>



Thank You!!!

- Questions, Comments, Suggestions

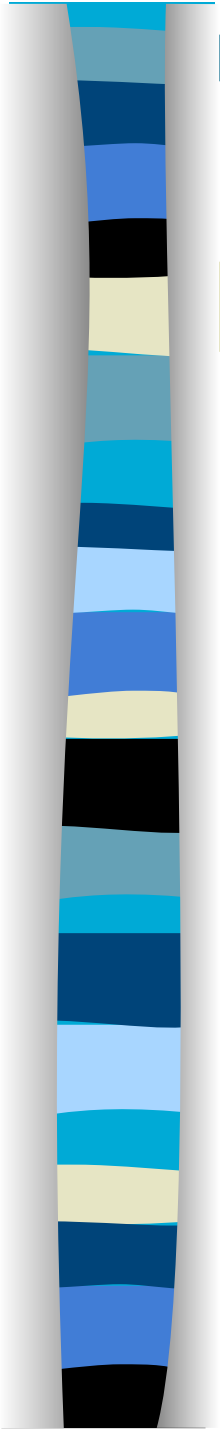
jmontelongo@canutillo-isd.org

achernan@nmsu.edu

What's the Rule?

■ Word 1

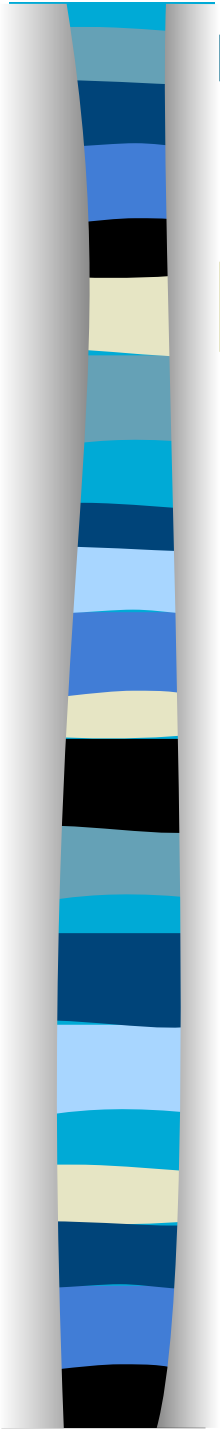
■ Word 2



WHICH ONE?

■ seven

■ pink

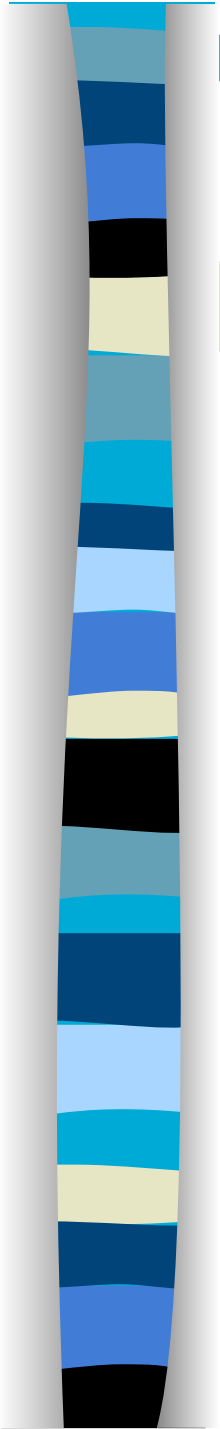


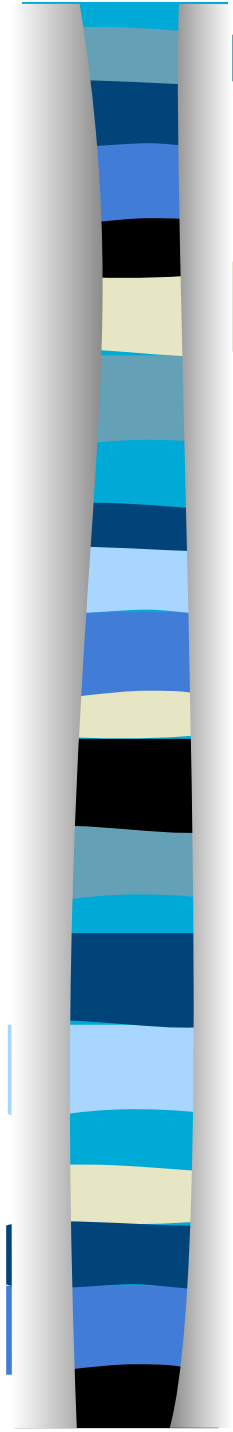
pink

WHICH ONE?

■ red

■ eight



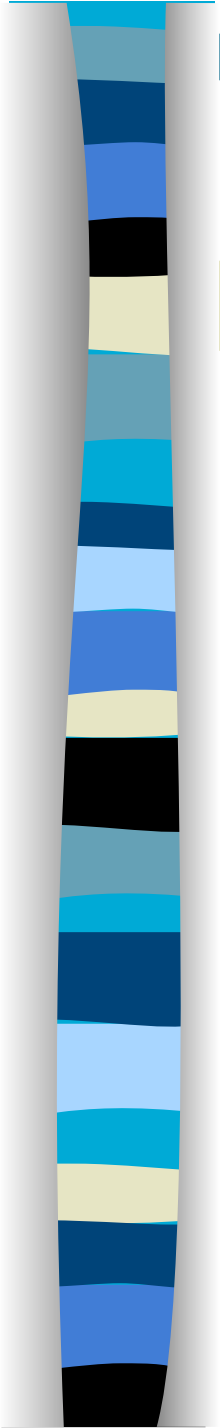


red

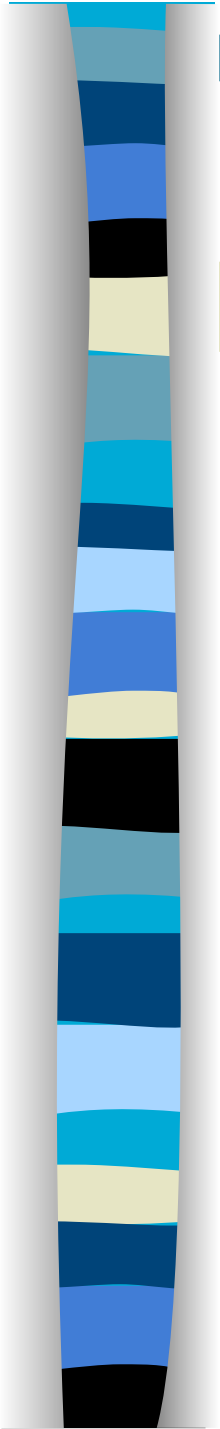
WHICH ONE?

■ one

■ white



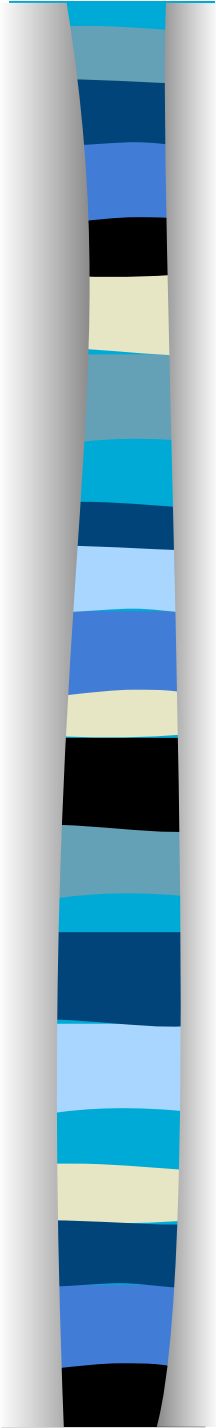
white



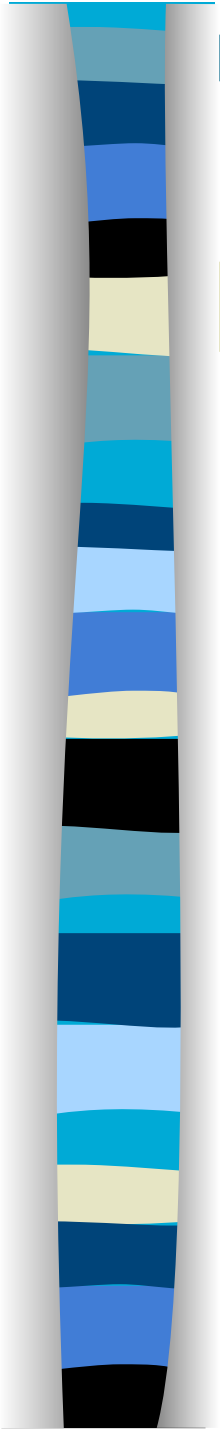
WHICH ONE?

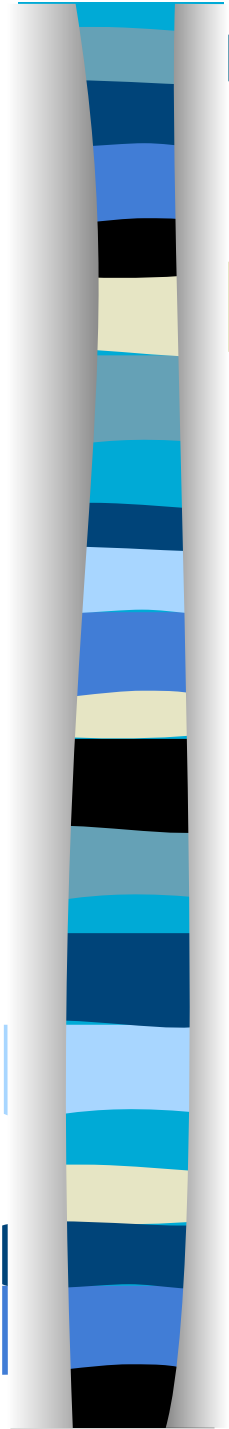
■ two

■ green

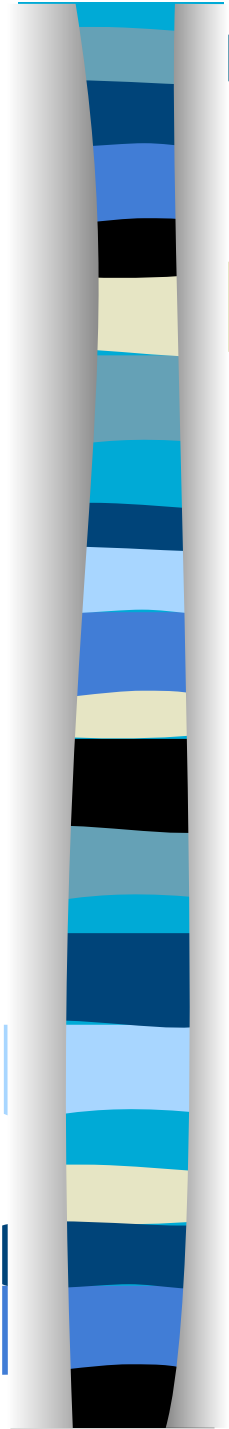


green





What's the Rule?

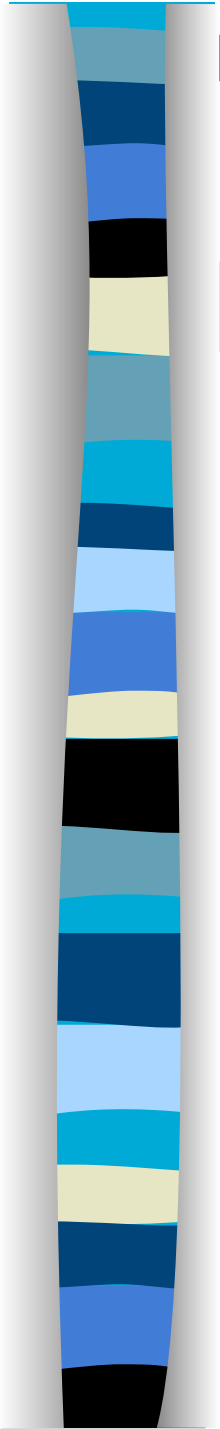


END OF PRACTICE

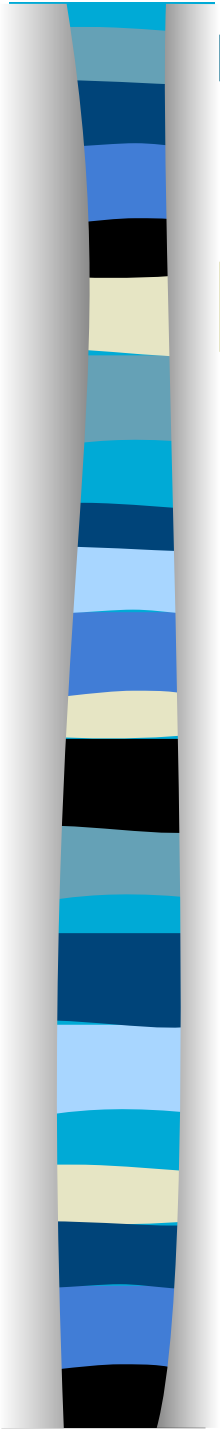
WHICH ONE?

■ family

■ house



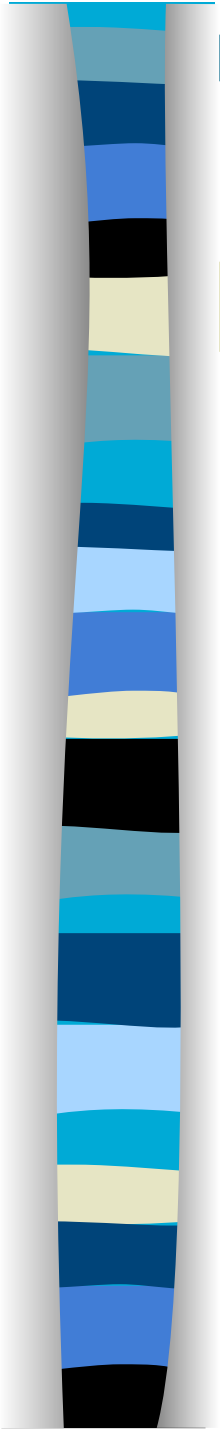
family



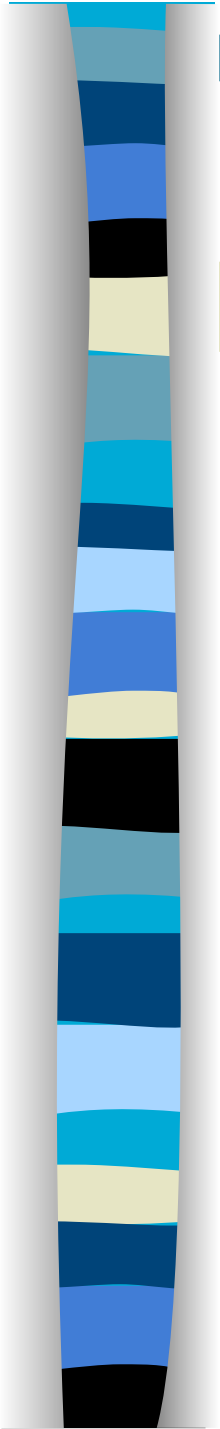
WHICH ONE?

■ ground

■ insect



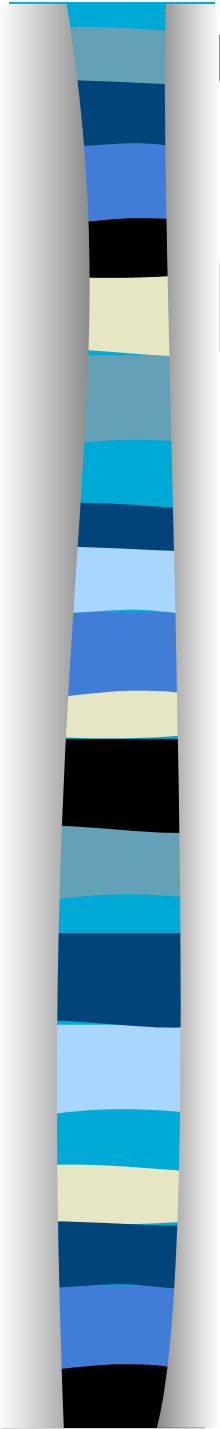
insect



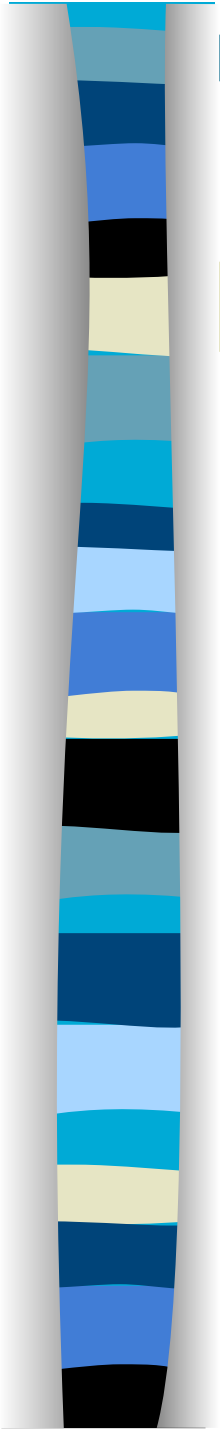
WHICH ONE?

■ boundary

■ general



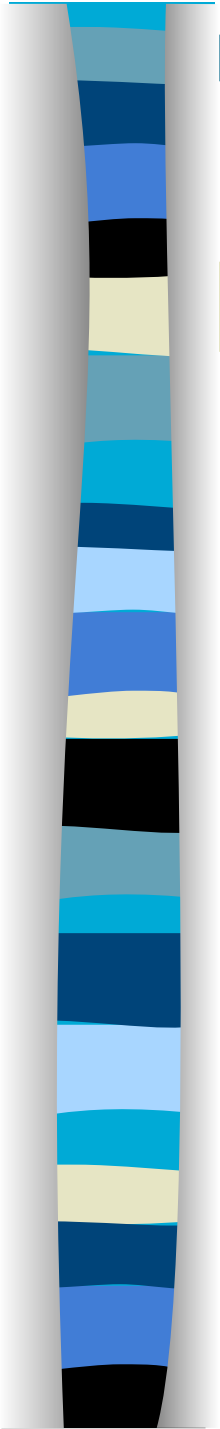
general

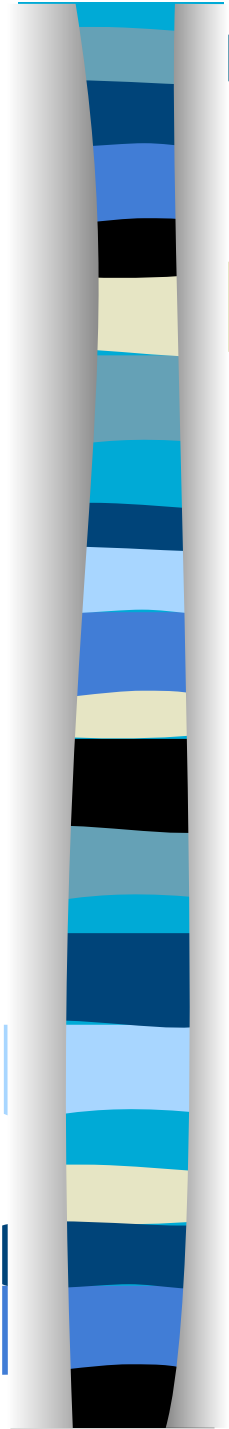


WHICH ONE?

■ petition

■ hatred



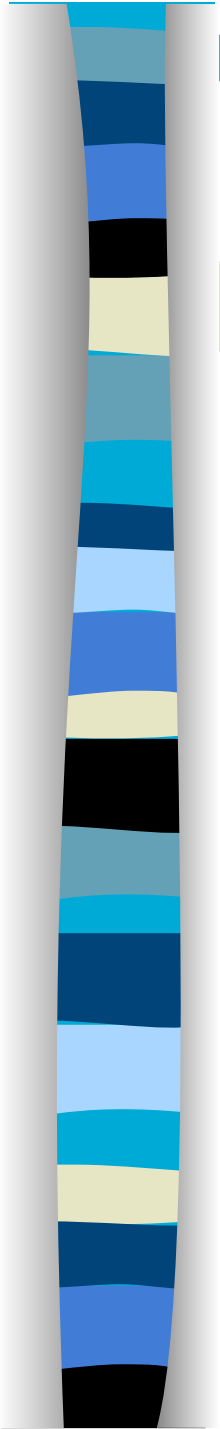


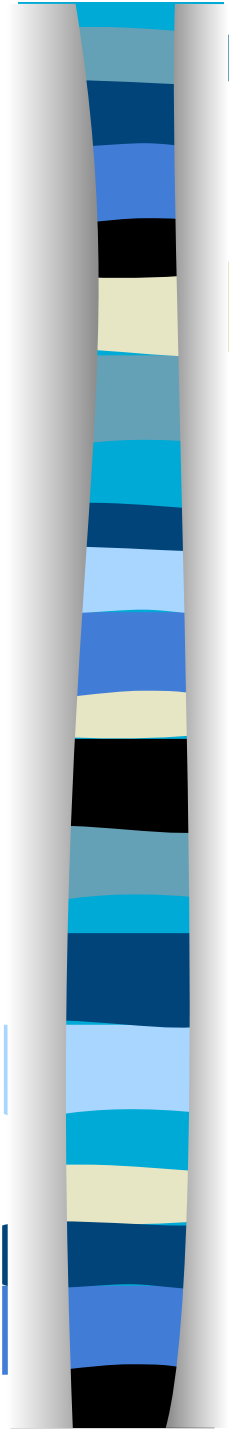
petition

WHICH ONE?

■ tomorrow

■ republic



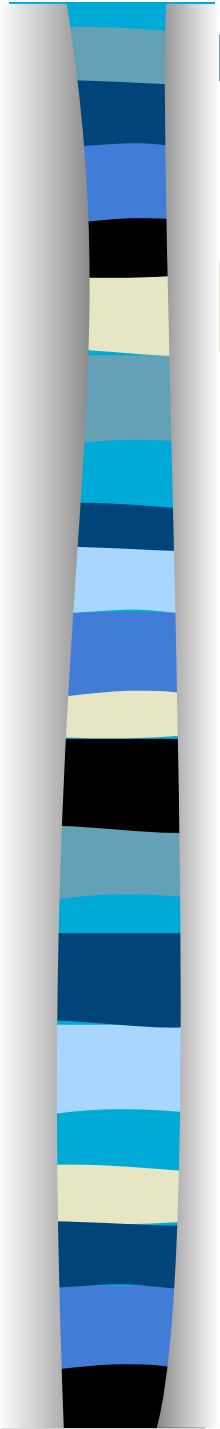


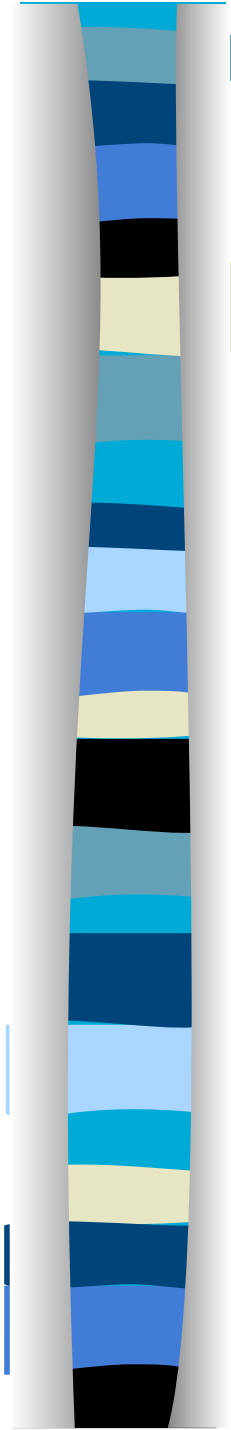
republic

WHICH ONE?

■ winter

■ direction



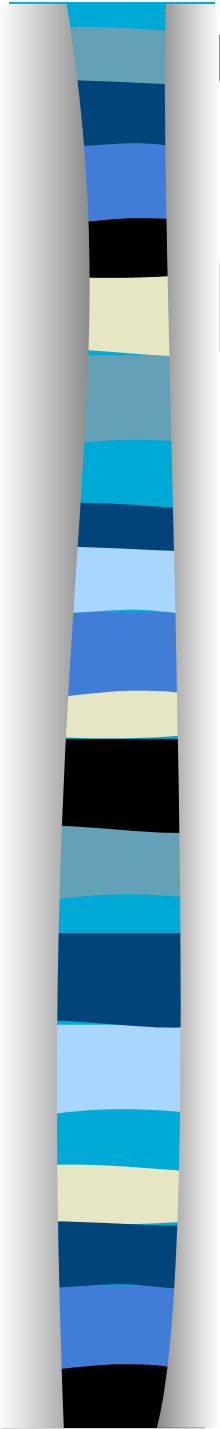


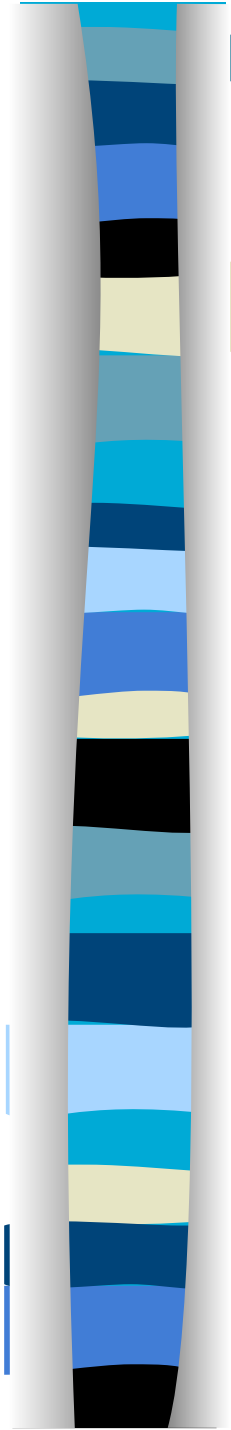
direction

WHICH ONE?

■ present

■ business



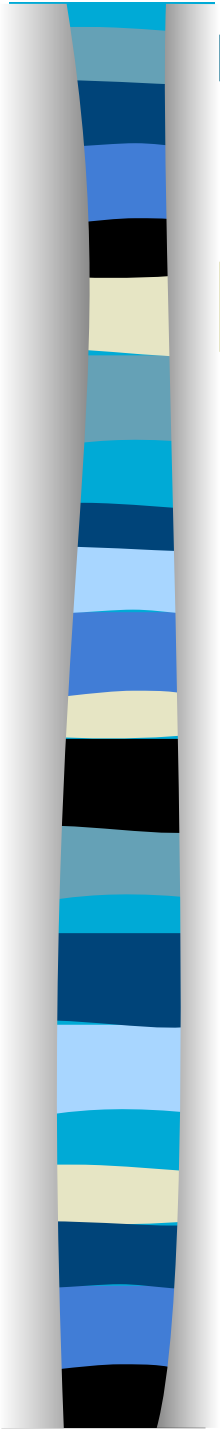


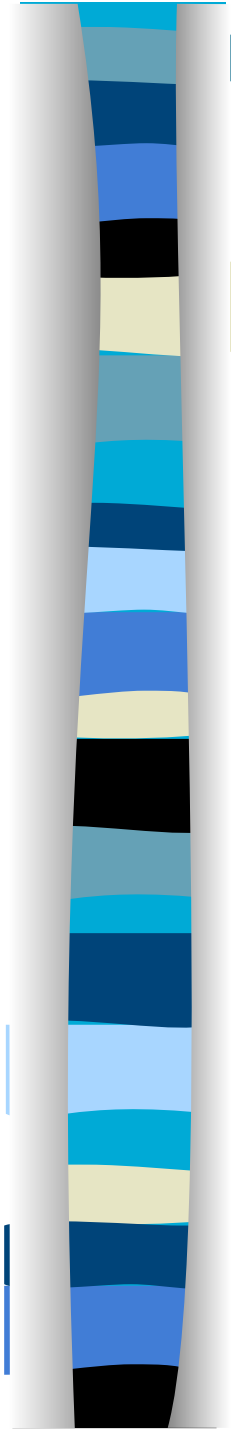
present

WHICH ONE?

■ errand

■ peninsula



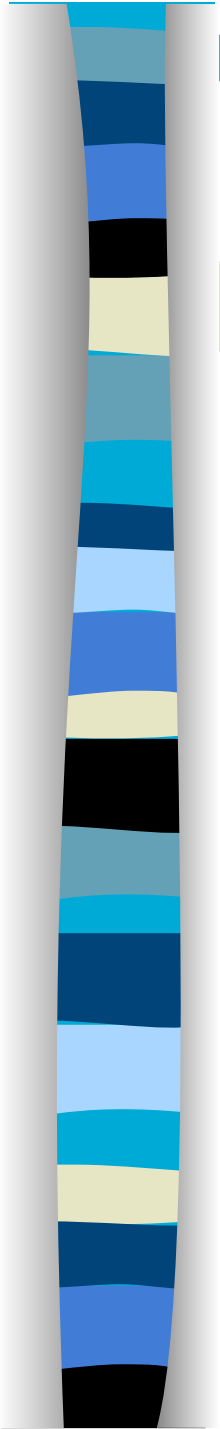


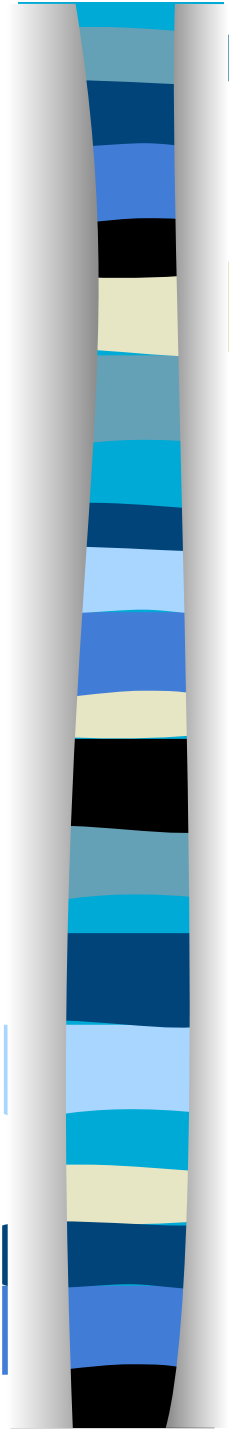
peninsula

WHICH ONE?

■ compromise

■ agreement



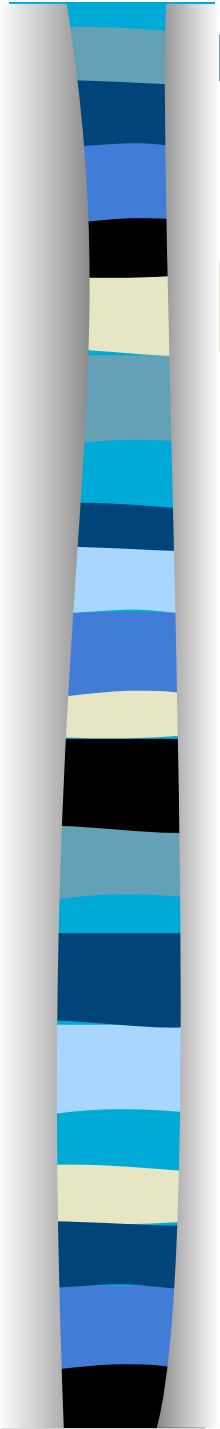


compromise

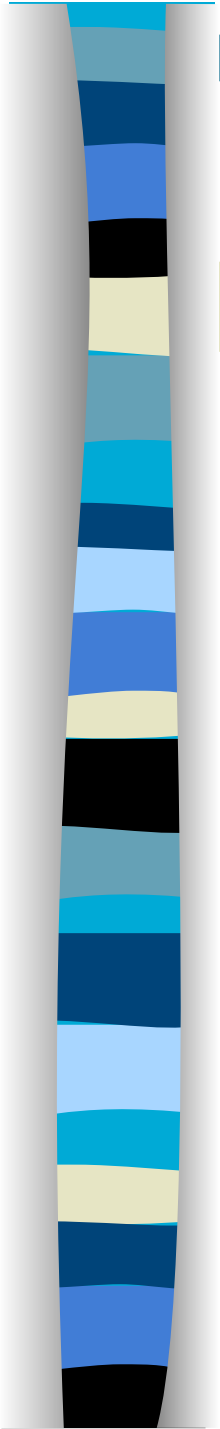
WHICH ONE?

■ cause

■ burden



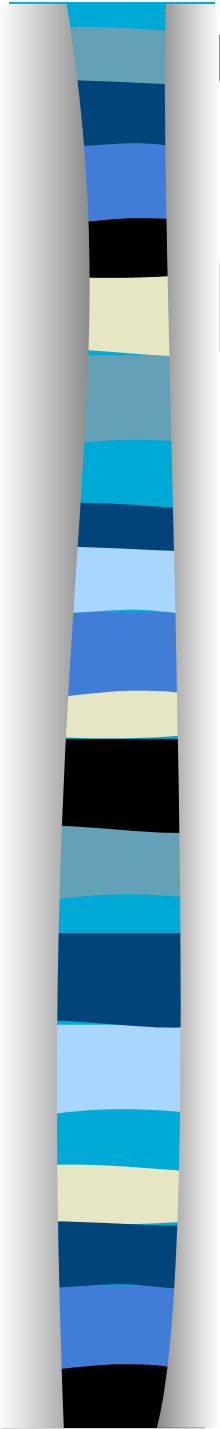
cause



Try it in Spanish

■ Palabra 1

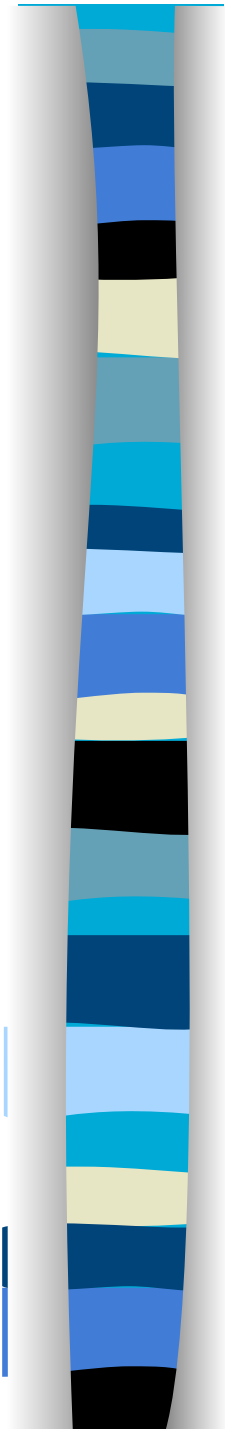
■ Palabra 2



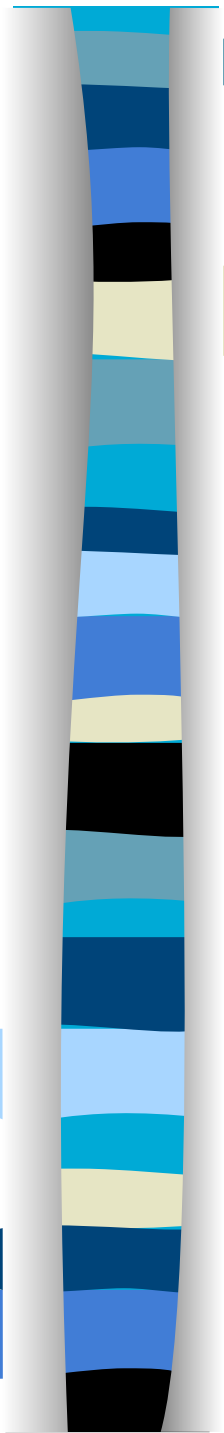
¿Cuál?

■ poema

■ lápiz



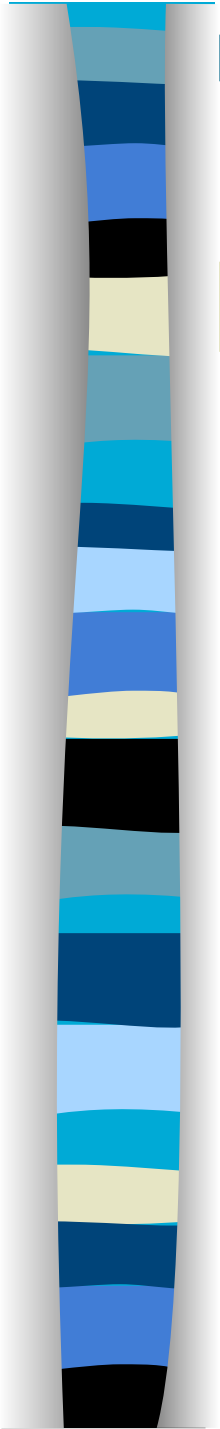
poema



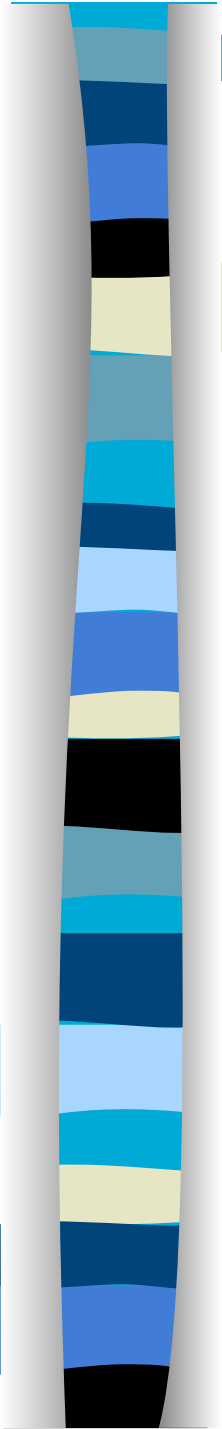
¿Cuál?

■ canal

■ cabello



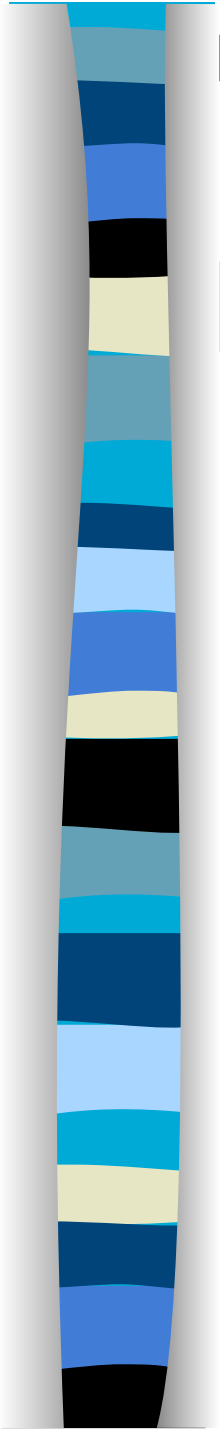
canal



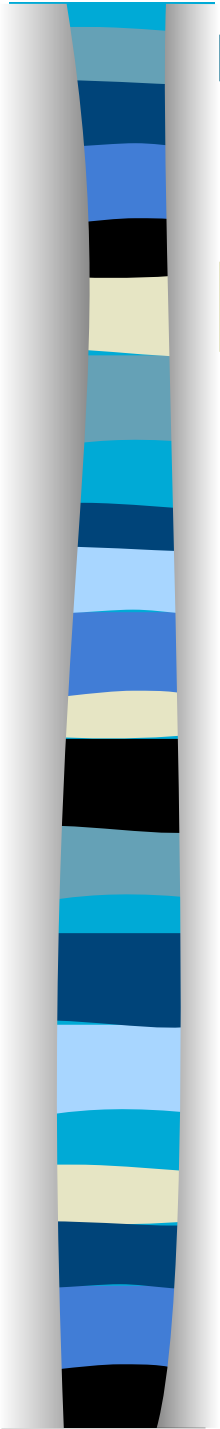
¿Cuál?

■ reloj

■ labor



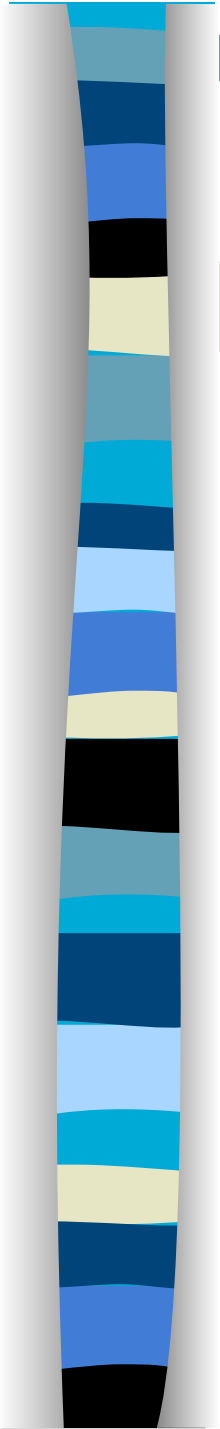
labor

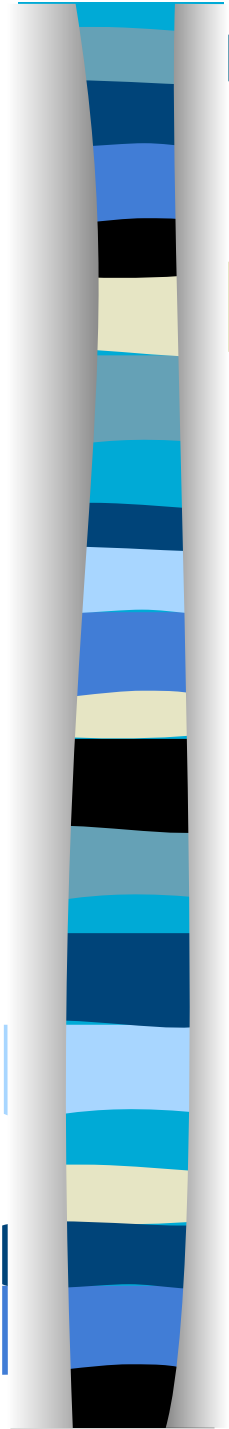


¿Cuál?

■ columna

■ pared



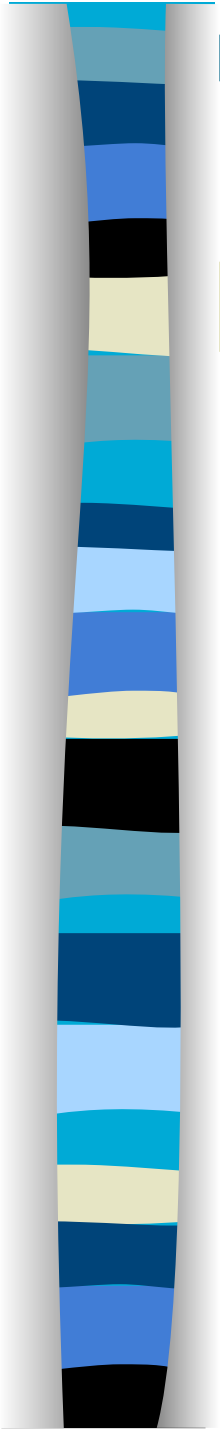


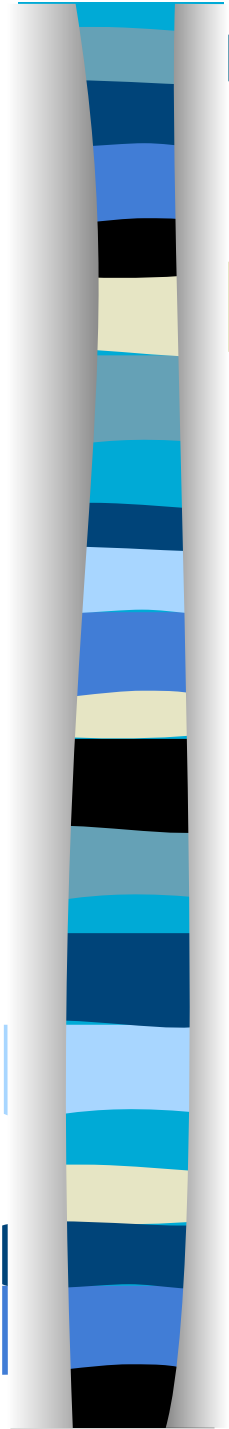
columna

¿Cuál?

■ zapato

■ presidente



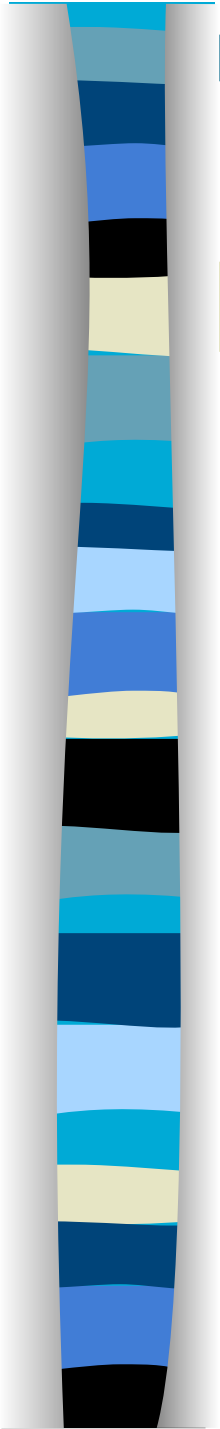


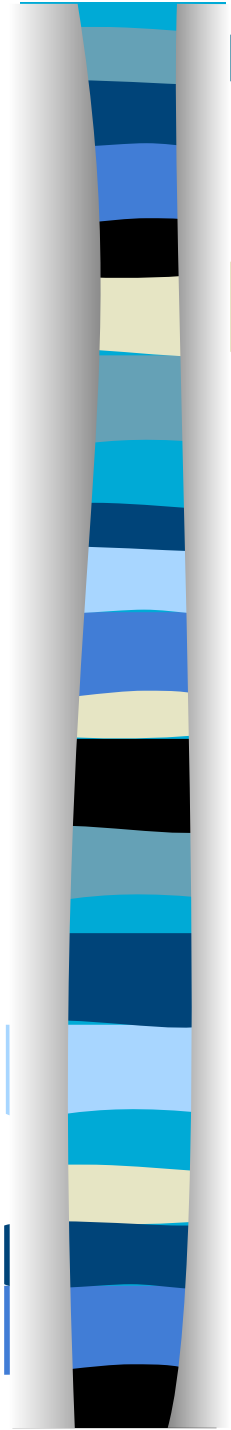
presidente

¿Cuál?

■ libro

idea



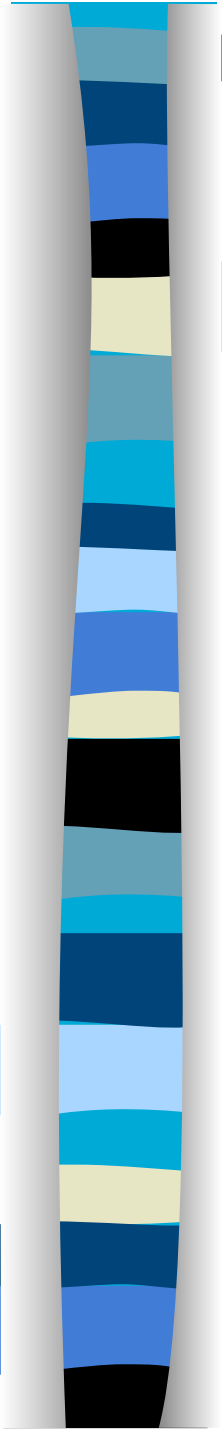


idea

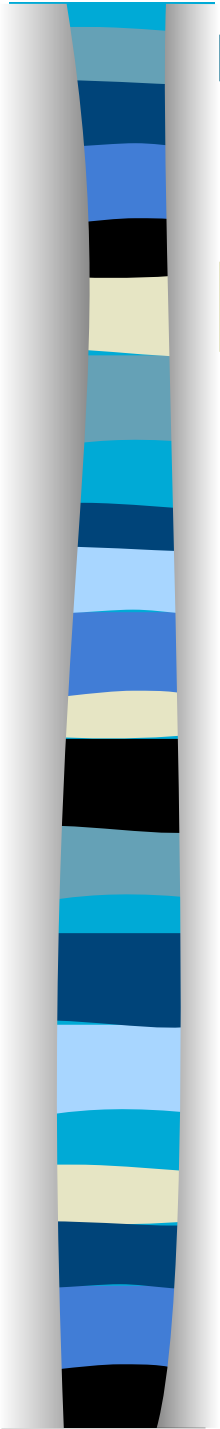
¿Cuál?

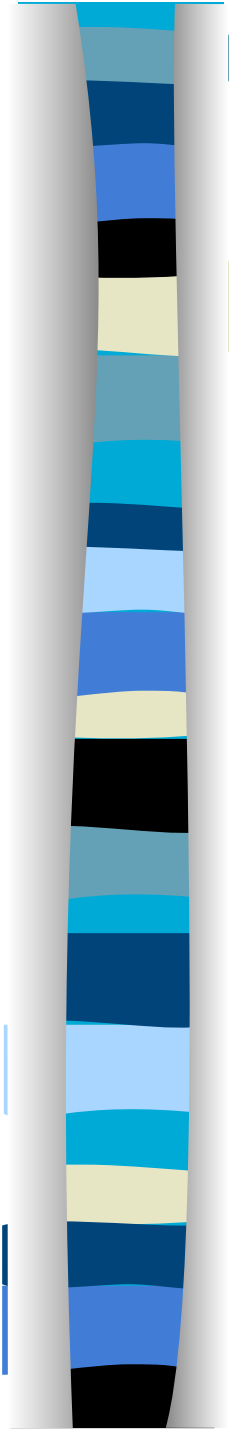
■ accidente

llanta



accidente





What's the Rule?

Maletas

Latino Students

- Luggage containing their language and culture is put away.



After Nunez (1993)

Native Speakers of English

- Luggage containing their language and culture is permitted and valued.

