

The S.T.O.P Practice

- S Stop what you are doing. Press the pause button on your thoughts and feelings.
- T Take a few deep breaths to bring yourself fully into the present moment.
- O Observe what is going on with your body, emotions and mind. What are you feeling? What can you sense around you?
- P Proceed with whatever you were doing or about to do. Make a conscious, intentional choice to incorporate what you have just learnt.

Shared with you by the Little Minds Research Team

If you can enroll English speaking 3-6 year olds (Porter County native or born in Indiana/Michigan/Chicago/basically interested Americans) who already have guidance and their own desire to study Spanish and integrate ESL Spanish-English kids (babies are born all the time) it would truly be a school of young learners blending together by way of the saeme (the same) curriculum and instruction.

[Integrated dual language](#) classrooms provide a unique environment where English-speaking children and their bilingual peers learn to cooperate and collaborate, creating shared opportunities for linguistic and social growth. By blending these groups through a consistent, discovery-oriented curriculum, educators foster a space where all children build vocabulary, background knowledge, and comprehension through rich interactions with their peers.

How can a bilingual preschool curriculum be effectively structured for mixed-language classrooms?

Feature	Benefits for Integrated Classrooms
Collaborative learning	Paired learning opportunities create low-pressure environments for children to practice and share their language skills
Cognitive development	Enhanced executive functioning and memory are fostered through the simultaneous development of two language systems
Social growth	Improved perspective taking occurs as children interact with peers who bring diverse linguistic and cultural backgrounds

Inquiry-based
play

[Discovery-oriented science](#) and math themes provide a bridge for children
to build connections across both English and Spanish

Strategies for Blended Instruction

Educators who lead integrated classrooms focus on creating meaningful, language-rich experiences that honor the home language of every child while systematically introducing English. By using intentional instructional practices, teachers turn routine classroom activities—like dramatic play, read-alouds, or collaborative art—into vehicles for bilingual development.

- [Interactive read alouds](#) encourage children to make predictions and retell stories, which builds vocabulary and helps them transfer new words to everyday conversations.
- [Visual aids labeled](#) in multiple languages offer children essential scaffolding, allowing them to distinguish between terms and concepts in both languages during independent play.

- [Frequent responsive interactions](#) provided by adults ensure that children feel supported in using their strongest language to express needs, ideas, and emotions while they acquire new skills.

These methods help ensure that English-speaking children and their Spanish-speaking peers develop a strong sense of identity and an appreciation for the cultural lenses their classmates bring to the room.

Building Long-Term Success

Research highlights that the benefits of this integrated model extend far beyond language acquisition, as high-quality dual language education is associated with stronger academic outcomes in reading and mathematics for all participants. When children have the opportunity to engage with peers in a diverse linguistic setting, they are better prepared to thrive in a globalized world.

- [Development of bilingualism](#) is not just an enrichment, but a powerful developmental asset that strengthens academic outcomes for preschoolers of multiple language backgrounds.
- [Systematic exposure](#) to both languages helps children develop stronger skills in each, with evidence suggesting that bilingualism does not cause delay or confusion even for young learners.
- [Meaningful family partnerships](#) remain a cornerstone of effective programs, as they help educators understand the cultural differences in language use and weave them into the daily classroom routine.

By treating the classroom as a shared environment for discovery, you can support a culture where both English and Spanish are celebrated as essential tools for thinking, connecting, and learning about the world.



Beisbol Jonrón Lesson

(Baseball + Home Run ESL Speaking Lesson) Level: Intermediate (A2–B1)

Time: 45–60 minutes

Focus: Vocabulary, speaking fluency, describing actions, and celebrating big moments

1. Warm-up (5–7 minutes)

Write on the board: Beisbol = Baseball

Jonrón = Home runAsk the class:

- Do you like baseball / béisbol?
- Have you ever seen a jonrón (home run) live or on TV?
- What's the most exciting moment in a baseball game for you?

Quick pair share, then a few answers to the whole class.

2. Key Vocabulary (8–10 minutes)

Teach these words with simple explanations + actions:

English

Spanish (common)

Meaning

Baseball

Béisbol

The sport

Home run / Homer

Jonrón

Ball goes out of the park + score

Batter

Bateador

Player who hits the ball

Pitcher

Lanzador / Pícher

Player who throws the ball

Hit

Hit / Batazo

When the batter connects

Grand slam

Grand slam

Home run with bases full (4 runs)

Swing

Swing / Abanicar

The hitting motion

Cheer

Aplaudir / Gritar

Celebrate loudly

Practice: Teacher says the English word → students say the Spanish or act it out.
Then switch.

3. Describe a Jonrón (Speaking practice – 10 minutes)

Show or describe a classic home run moment (or just imagine one): “The batter swings hard... crack! The ball flies high... it’s going... going... GONE!

Jonrón!” Students work in pairs:

1. One student describes a home run using the new words.
2. The partner acts it out or cheers.
3. Switch roles.

Encourage phrases like:

- “He hit a huge jonrón!”
- “The ball went out of the park!”
- “Everybody was cheering!”

4. Discussion Questions (10–12 minutes)

In small groups:

1. Is a jonrón the most exciting play in baseball? Why or why not?
2. Who is a famous player known for many home runs? (Students can name anyone they know.)
3. How do fans celebrate a jonrón in your country or in the stadiums you’ve seen?
4. Have you ever felt like you “hit a jonrón” in real life? (Example: passed a hard test, got a good job, won something big)

Share the best answers with the class.

5. Fun Activity – “Jonrón Challenge” (10–12 minutes)

Two teams. Teacher “pitches” a question or situation.

If a student answers correctly or describes something well, their team gets a “hit.”

Three good answers in a row = Jonrón! (team scores a point and celebrates). Possible “pitches”:

- Define “home run” in your own words.
- Describe how to hit a jonrón.
- Tell a short story about a big success using the word “jonrón” metaphorically (“I hit a jonrón on my exam!”).

6. Wrap-up (3–5 minutes)

Quick round: Each student says one sentence:

- “My favorite baseball word is ____ because...”
- or “I want to hit a jonrón in ____ this year.”

Optional homework:

Write 4–5 sentences about a real or imaginary jonrón (baseball or life moment).

Want me to make this shorter, more advanced, add a listening part, or turn it into a

full game day version? Just say the word and we’ll knock it out of the park.



It’s the high school sectional final.

The Vikings and the Wolves are tied 3-3 in the bottom of the 9th.

The Wolves have the bases loaded. Two outs. Full count. The stadium is silent.

Parents, students, and the whole town are standing.

The pitcher for the Vikings stares in.

The Wolves' best batter steps up... He swings...

CRACK! The ball flies high... higher... toward the left-field fence...

The crowd holds its breath...

It's going... going... JONRÓN! Walk-off home run. Wolves win the sectional!

4. Speaking Activities

A. Retell the Moment (pairs – 8 minutes)

Student A tells the story from the Wolves' side (excited, celebrating).

Student B tells it from the Vikings' side (shocked, disappointed).

Use at least 5 vocabulary words. B. Live Commentary (groups of 3 – 10 minutes)

One student is the radio commentator.

The other two are the crowd / players.

They perform the final at-bat live:

- Build the tension
- Call the pitch
- Explode when the ball goes out
(“It’s high... it’s deep... it is... GONE! Wolves win it on a walk-off jonrón!”)

C. Discussion Questions (10 minutes)

1. How would you feel if you hit that walk-off jonrón for your school?
2. How would you feel if you were the pitcher who gave it up?
3. Have you ever experienced a moment this intense in sports or life?
4. Which team would you root for – Vikings or Wolves – and why?

5. Creative Extension – Write the Headline (5 minutes)

Students invent a dramatic newspaper or social-media headline about the game, for example:

- “Wolves Walk It Off with Monster Jonrón!”
- “Vikings Heartbroken as Sectional Slips Away in 9th”

Share the best ones out loud.

6. Wrap-up

Quick class cheer: Teacher: “Who hit the jonrón?”

Students: “The Wolves!”

Or reverse it for fun.

Mindfulness + New Words for the Thrill

(Extension to the Vikings vs. Wolves Sectional Thriller Lesson) Time: 12–15 minutes

Goal: Help students slow down, vividly remember (or imagine) the walk-off jonrón moment, and learn precise words to describe the excitement.

1. Mindfulness Moment – “Freeze the Jonrón” (6–7 minutes)

Have everyone sit comfortably, feet on the floor, hands relaxed. Teacher speaks slowly and calmly: “Close your eyes if you feel comfortable...

Take a slow breath in... and out... Now go back to that bottom of the 9th.

The score is tied. Bases loaded. Full count.

Feel the cool night air... hear the quiet crowd... See the batter step in.

Hear the pitch leave the hand...

Feel the swing... the crack of the bat... Watch the ball rise higher and higher...

Feel your heart beating faster...

See it clear the fence... Hold that exact second in your mind.

The explosion of sound. The pure joy.

Stay with that feeling for a few more breaths..."Pause for 20–30 seconds of silence. Then gently:

“When you’re ready, open your eyes.”Quick share (optional):

“What part of the moment felt strongest for you?”

2. New Words to Describe the Thrills (5–6 minutes)

Introduce these useful adjectives and phrases:

Word / Phrase	Meaning	Example with the jonrón
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Electrifying

Full of sudden, strong
excitement

The walk-off was electrifying

Heart-pounding

Makes your heart beat
very fast

It was a heart-pounding final
at-bat

Exhilarating

Extremely exciting and
happy

Hitting that jonrón felt
exhilarating

Breathtaking

So amazing it almost
stops your breath

The ball flying out was
breathtaking

Adrenaline rush

Sudden burst of energy
and excitement

The whole stadium felt an
adrenaline rush

Euphoric

Extremely happy and
excited

The Wolves players were
euphoric

On the edge of
your seat

Feeling very tense and
excited

Everyone was on the edge of
their seats

Quick practice:

Students choose 2–3 words and make a short sentence about the Vikings–Wolves moment.

3. Speaking Task – “Describe the Feeling” (3–4 minutes)

In pairs: One student describes the walk-off jonrón using at least two of the new thrill words.

The partner listens and then adds one more descriptive word or feeling. Example starter:

“When the ball cleared the fence it was completely electrifying and I felt this huge adrenaline rush...”