

## Bilingual Unit Framework: Sample for 1st Grade

**Note: This is a sample unit plan. A lesson plan would have to be developed from this unit plan and the district literacy routines/program would need to be incorporated into both the unit and lesson plan.**

**Content area:** Language arts integrated with social studies

**Theme/big idea:** The Family/We all have families, but each family is unique.

When reading literary texts it is important to describe how characters in a story respond to major events and challenges in order to write a narrative text.

### Standards

- Applicable Common Core English language arts standards
- Spanish language arts standards (e.g., WIDA standards)
- Social studies standards
- Spanish-language development standards
- English -language development standards (apply after the Bridge)

**Content targets:** Students will identify and describe a family and the members of a family.

### Language targets

- **Spanish:** Students will compare and contrast families.
- **English:** Students will name family members. Students will compare and contrast families.
- **Cross-linguistic:** Students will identify, describe, and provide examples of cognates. Students will compare and contrast articles in English (the) with articles in Spanish (*la/el*). Students will identify and provide examples of masculine and feminine nouns in Spanish.

**Language in which this content**

**area is taught:** Spanish

**Language allocation for this grade:** 80% Spanish 20% English

<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will write their own personal narrative “family books”.</li> <li>• Students will compare and contrast their families with the families of other students and the family in the book read by the class.</li> </ul>	
<p><b>Building Oracy and Background Knowledge</b></p> <p><b>Language of instruction:</b> Spanish (This language is maintained until the Bridge; the other language is used in the Extension Activity.)</p> <p><b>Language resources, linguistic creativity, and cultural funds of knowledge</b></p> <ul style="list-style-type: none"> <li>• Students use multiple varieties of Spanish. Some call their <i>abuelo</i> (grandfather) “<i>tata</i>,” others use the nickname “<i>amá</i>” for “<i>mamá</i>,” and still others use English while speaking Spanish, as in ““<i>My dad’ me quiere mucho.</i>”</li> <li>• Many students come from bilingual families and use Spanish with some members of the family and English with other members of the family.</li> <li>• Student families are diverse. Some students think of family as the nuclear family with whom they live; others think of family as including extended family members who either live with them or live very close by.</li> <li>• Students participate daily in household chores with parents that include cooking, cleaning, and taking care of siblings. They may accompany family members to work in the evenings and on the weekends and they understand the different roles of their family members. They also know a lot about collaboration, problem solving, and negotiation. Some have experienced collective family decision-making (considering how one individual’s decision will affect the whole family); others experience decision-making as done by the individual who will be affected.</li> </ul>	<p><b>Formative assessment:</b></p> <p>Checklist to capture and record student use of sentence prompts and vocabulary during the pair work</p>

### Building Background Knowledge

- The teacher begins the lesson by introducing the members of her family, using pictures she has brought to class. She will use and post the following sentence prompts and vocabulary words as she introduces the members of her family:
  - Key vocabulary: *Esposo, hija mayor, hija menor, mamá, papá, padrastro, madrastra, hermana, falleció, hermano, hermana, el, ella*. This key vocabulary becomes the left side of the side-by-side anchor chart used during the Bridge.
  - Sentence prompts: *El es . . . ; Él es mi . . . ; Él vive . . . ; Él habla . . . ; Ella es . . . ; Ella es mi . . . ; Ella vive . . . ; Ella habla . . .*
- Fishbowl: The teacher will choose two students to model their own family introductions. The other students will observe. Using the pictures they brought from home along with the teacher-modeled and posted sentence prompts and vocabulary words, the first two students will introduce their families to each other. The teacher will provide additional sentence prompts.
- Once these two students have finished, the teacher will ask the following questions and provide the following sentence prompts:
  - *¿Qué tienen en común?*
  - *Los dos tienen/tenemos . . .*
  - *¿Cómo son diferentes?*
  - *Mientras que yo . . . mi compañero no . . .*
  - *Tenemos . . . en común.*
  - *Somos diferentes porque . . .*
- After the fishbowl, the rest of the students, working in partnerships, will introduce and compare and contrast their families.
- Later on during the unit, TPR will be used to introduce literary terms using the context of families: *e/*

<p><i>personaje principal, el evento, la trama, etc.</i></p>	
<p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• In preparation for read aloud, teacher leads students through a picture walk of book: <i>Me encantan los Saturdays y los domingos</i>, by Alma Flor Ada.</li> <li>• During the read aloud, students will participate in say something with the support of sentence prompts.</li> <li>• After read aloud, the teacher leads the students through an LEA to summarize the book. During the LEA. the teacher focuses on fluency (choral reading of text) and writing mechanics (capital letters and periods).</li> </ul>	<p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observations of student-student interactions during picture walk and read aloud: use of key Spanish vocabulary introduced during first part of the unit; use of English; use of sentence prompts from first part of unit</li> <li>• Rubric for use with LEA</li> </ul>
<p><b>Writing:</b> Using the writer’s workshop model, students create their own family books, using the LEA as a mentor text, with a special focus on sentence structure (e.g., <i>La niña tiene . . . ; A ella le gusta . . . ; Ella . . . con . . .</i>).</p>	<p><b>Formative assessment:</b> Writing rubric that focuses on the stages of emergent writing in both Spanish and English</p>
<p><b>Word study and fluency</b></p> <ul style="list-style-type: none"> <li>• The teacher provides whole-group mini-lessons on syllables, using words from the students’ introductions of their families (<i>mamá, familia, papá, hermano, hermana, abuela, abuelo, primo, prima</i>).</li> <li>• The teacher presents a <i>dictado</i>, using the LEA as the text. with a focus on punctuation and spelling.</li> <li>• The teacher adds the following examples to classroom word walls: <ul style="list-style-type: none"> <li>○ “<i>Visita</i>” to the “v” and “b” wall</li> <li>○ “<i>Sábado</i>” to the “s,” “c,” and “z” wall</li> </ul> </li> </ul>	<p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher-created checklist on phonics development</li> <li>• The <i>dictado</i> rubric</li> <li>• Student-created fluency checklist for self-evaluation of reading of</li> </ul>

<ul style="list-style-type: none"> <li>○ “<i>Hermano</i>” to the silent “<i>h</i>” wall</li> <li>○ “<i>La niña</i>” to the feminine-article wall; “<i>el abuelo</i>” to the masculine-article wall</li> </ul> <ul style="list-style-type: none"> <li>• Students memorize and recite poems about the family.</li> <li>• Students dictate the weekly <i>dictado</i> to each other.</li> <li>• The <i>trabalenguas</i> competition of the week (in which students memorize and recite tongue twisters to work on fluency) focuses on tongue twisters that have a lot of <i>ma</i> and <i>pa</i> syllables.</li> </ul>	<p>the <i>dictado</i></p>
<p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>• Students will write their own family books.</li> <li>• Students will compare and contrast their families with the families of other students and the family in the book read by the class.</li> </ul>	
<p><b>The Bridge: Strengthening Bridges between Languages - Language of instruction: Spanish and English</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces her family, using a photo, sentence prompts, and a word bank.</li> <li>• Students generate the English words for the right-hand column of the side-by-side anchor chart.</li> <li>• Students add the cognates to their cognate wall, and start a new anchor chart in Spanish that includes examples of feminine and masculine nouns and their corresponding articles.</li> </ul> <p>Metalinguistic focus:</p> <ul style="list-style-type: none"> <li>• Cognates (<i>la familia</i> – the family; <i>especial</i> – special)</li> <li>• Articles and gender (<i>la mamá</i> – the mom; <i>el papá</i> – the dad)</li> </ul>	<p><b>Formative assessment:</b></p> <p>Checklist to record both student participation in English and student metalinguistic skills</p>
<p><b>Extension: Language of instruction: English (the other language)</b></p> <p>Students create a classroom-authored big book about student families through LEA, focusing on similarities and differences. They then write other personal narratives about major events. These lessons plan for all four language domains (listening, speaking, reading and writing).</p>	<p><b>Formative assessment:</b></p> <p>Checklist and rubric that respect the resources of the two-language learner</p>