

Grade	Theme	Language of Instruction	Time Frame
1	Self/Story of My Life	Spanish	3-4 weeks
Big Ideas - I want my students to understand that people grow and change over time and who they become is shaped by their past experiences. - I want my students to understand that when reading literary texts, it is important to identify characters, setting, and events in order to understand, describe, and summarize the text so they can write narratives about their own lives.			
Standards			
Social Studies Standards (C3 Framework) <i>Inquiry</i> SS.IS.1.K-2 <i>Constructing Essential Questions</i> Create questions to help guide inquiry about a topic with guidance from adults and/or peers. SS.IS.2.K-2 <i>Determining Helpful Sources</i> Explore facts from various sources that can be used to answer the developed questions. SS.IS.3.K-2 <i>Gathering & Evaluating Sources</i> Gather information from one or two sources with guidance and support from adults and/or peers. SS.IS.4.K-2 <i>Developing Claims+Using Evidence</i> Evaluate a source by distinguishing between fact and opinion. <i>History</i> SS.H.1.1 Create a chronological sequence of multiple events.	Language Arts Standards (CCSS) <i>Speaking & Listening</i> SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <i>Reading: Literature</i> RL.1.1 Ask and answer questions about key details in a text.	Language Development Standards (WIDA) Standard 1 Emergent bilinguals communicate for Social and Instructional purposes within the school setting. Standard 2 Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts . Standard 5 Emergent bilinguals communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .	

RL.1.3

Describe the characters, settings, and major events in a story, using key details.

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Writing

W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Reading: Foundational Skills

Spanish

RF.1.1a

Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (¿?), exclamación (!), y guión largo para abrir y cerrar un diálogo.

RF.1.1c

Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras (si, sí; te, té; tu, tú); en ese caso se llama

	acento diacrítico. RF.1.2f Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad). RF.1.3a Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr (chile, lluvia, perro). RF.1.3b Distinguen entre las sílabas abiertas (terminadas en vocal) y las sílabas cerradas (terminadas en consonante). RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. Distinguen entre las vocales fuertes (a,e,o) y las vocales débiles (i,u) que se juntan en una sílaba para formar diptongo. <i>Language Standards</i> L.1.1e Use verbs to convey a sense of past, present, and future. L.1.1i Use frequently occurring prepositions (sin, según, desde, hasta, hacia)	
Learning Targets Social Studies	Formative Assessments <i>Task/Product A</i>	

Inquiry

Students will be able to:

- Create a list of questions with which to interview a relative about past events in the student's life to inform the time line they will create about their own lives.
- Gather sources such as photographs, mementos and artifacts from different stages in the student's own life and use them to answer questions and gather additional information to inform their time line.

History

Students will be able to:

- Create a chronological sequence of multiple stages from their own life using the information gathered from the interview with a relative and the artifacts gathered.

Language Arts

Speaking & Listening

Students will be able to:

- Describe stages of their own lives chronologically, clearly expressing the main ideas and relevant details, when presenting their timeline.

Reading

Students will be able to:

- Ask and answer WH-questions about a text read aloud to identify the characters, setting, and main events of the story in chronological order, using the illustrations and details from the story to support their questions or assertions.

Product: Time Line of Student's Life

Students create a timeline representing stages of their own life. Students then present their timeline, briefly describing each stage (naming it, stating what they could do during that stage).

Tool: Teacher created rubric or checklist

Student Configuration: Individual Presentation

Task/Product B

Product: Narrative that retells a familiar story read-aloud

Tool: Teacher created rubric

Student Configuration: Independent Work

Summative Assessment

Task/Product C

Product: Personal narrative about how student has grown from baby to big girl/boy, including details that describe key features of each stage (what they could do or objects they used and what for during each stage)

Tool: Teacher created rubric

Student Configuration: Independent Work

Writing:

- Produce a narrative that shows student has grown from baby to big girl/boy, including details that describe key features of each stage (what they could do or objects they used and what for during each stage).
- Produce a narrative that retells a familiar story, including characters, setting, and main events, using temporal words to signal the beginning, middle and end of the story.

See Word Study and Fluency section for learning targets related to Reading Foundational Skills (RF) and Language (L) that are based on the standards listed at the top of this BUF.

Language Development

These targets were chosen in consideration of the tasks students need to engage in as part of the unit. They also connect back to the CCSS Language Standards that students are expected to master and apply in both speaking and writing.

Spanish

- Ask and answer WH-questions to gather or clarify information about own life and about stories read aloud.
- Describe events about own life that include key details (people, places), using compare/contrast sentence structure, past/present tense verbs, and temporal words that signal event order.

Metalinguistic

Letter Sounds (Phonology)

- Identify that the digraph **ch** exists and makes the same sound in both languages. (hecho, escuchar, chapotear, chaqueta, sándwich, coche, chupón, cucharita, mochila, change, sandwich)

Language Needed for the Unit

The words and sentences below are examples of the kind of language students will need for unit activities. In addition to planning language instruction at the unit level, is helpful to identify the language needed at the lesson level. Student language proficiency levels are the most important data points in planning for language development. The [Can Do Descriptors from WIDA](#) are a good tool to inform this work.

Word (Vocabulary)	Sentence (Sentence Frames)	Discourse
<i>Social Science</i> • antes/before • ahora/now • etapa de la vida/life stage • comparar/compare • la entrevista/entrevistar/ interview • pregunta/question • respuesta/response • notar/record • la secuencia cronológica/ chronological sequence	<i>Social Science</i> • Este soy yo cuando era una/un [bebé, niña/o pequeña/o]. / This is me when I was a [baby, little girl,]. • Antes, cuando yo era un/una [bebé, niña/o pequeña/o]	• Use of tú vs. usted (tú with peers, usted with elders)

- Identify that ll exists in both languages but makes a different sound in each language (in Spanish, is digraph and makes sound /y/; in English makes sound /l/) (llorar, cepillo de dientes, detalles, spill, tall, stroller) Word Order (Syntax) - Identify that placement of adjective (before or after the noun) differs by language (English=before the noun, Spanish after the noun) (niña/o <u>pequeña/o</u> / <u>grande</u> vs. <u>Little/big</u> girl/boy; personaje <u>principal</u> vs. <u>main</u> character) Inflexion/Gender (Morphology) - Identify that sometimes an adjective in Spanish is marked according to the gender of the noun it describes, and this does not exist in English. (niña/o <u>pequeña/o</u> / <u>grande</u> vs. <u>Little/big</u> girl/boy, pequeño/a vs. little) - Identify that nouns that refer to people in Spanish are marked according to gender of the person it refers to, and this does not exist in English. Cognates (Morphology) - Identify cognates (comparar-compare, secuencia-sequence, opinión-opinion, eventos-events, autor-author, final-final) <i>Note: Students may identify personaje-person as cognates. If so, good opportunity to point out that in English, we call them characters but that yes, a character can be a person and this is true of all the stories we read during this unit)</i>	- el hecho/fact - la opinión/opinion - cambiar/change - alta/o, grande/tall, big - pequeña/o/little - crecer/grow <u>what children do</u> - dormir/sleep - hablar/escuchar-talk/listen llorar/cry - jugar (uega)/play - guardar/recoger-put away/clean up - gatear/caminar/ trepar-crawl/walk/climb - derramar/tirar/ construir-spill/throw/build - compartir/tomar turnos-share/take turns <u>baby objects</u> - el coche/stroller - los pañales/diapers - el puré de plátanos/mashed bananas - el chupón/pacifier - el trajecito/onesie - el sonajero/rattle - el biberón/baby bottle - la cuna/crib <u>little girl/boy objects</u> - el cepillo de dientes/toothbrush	sabía/podía... / When I was a [baby, little boy] I knew how to/could... - Ahora que soy niña/o grande, se/puedo... / Now that I am a big girl, I know how to/can... - Una/un [bebé, niña/o pequeña/o, niña/o grande] sabe [verb]...usa [object]. / A [baby, little boy, big boy] knows how to/can [verb]...uses a [object]. <i>Language Arts</i> - Primero...uego... ahora... / First...then...now - Al principio del uento...a continuación...al final del uento... / At the beginning of the story...then...at	
--	---	--	--

Accents (Morphology) <i>diacrítico=morphology because it changes word meaning</i> - Identify that in Spanish, an accent mark can change the meaning of a word, but accents do not exist in English. (bebé-bebe; tu-tú) Formal/Informal Register (Pragmatics) - Identify that Spanish suggests respect for elders through the use of the formal register (usted), and that this does not exist in English (English uses 'you' without regard to the age or relationship of the person being referred to) English <i>These targets mirror the Spanish targets in function and form, but are applied to the language arts targets that are being extended after the Bridge.</i> - Ask and answer WH-questions to gather or clarify information about stories read aloud. - Describe events in stories that include key details (people, places), using past/present tense verbs, and temporal words that signal beginning, middle and end of the story.	- la bacinica/potty - el sándwich/ sándwich - la cucharita/little spoon - los zapatos/shoes - los crayones gruesos/chubby crayons - el triciclo/tricycle <u>big girl/boy objects</u> - la mochila/bookbag - el vaso/cup - la cuchara/spoon - la bicicleta/bicycle - la cama/bed - la playera/t-shirt Language Arts - los detalles/details - los personajes/characters - el personaje principal/main character - el escenario/setting - los eventos (importantes)/events (important events) - el principio/ beginning - el medio/middle - el final/end - el autor/la autora-author - hasta/until (time) - según/ according to	the end of the story... Según el cuento... / According to the story...	
---	--	---	--

Building Oracy & Background Knowledge

Concept Attainment with TPR: Objects

- Use objects that represent each stage of a child's life (baby, little girl/boy, big girl/boy). Pull objects out of a bag and place them in one of three circles. As each object is pulled out of the bag, students talk to a partner to answer the questions "What is it?" and "What is it for?". The teacher asks a student to share out and emphasizes the name of the object while introducing a movement for that word.

Concept Attainment with TPR: Activities

- Use pictures from the texts that are part of this unit or clip art that demonstrates activities that children engage in during each stage of life (baby, little girl/boy, big girl/boy). As each picture is revealed, students talk to a partner to answer the question "What is he/she doing?" and "What stage of life is this child in?". The teacher asks a student to share out and emphasizes the verb while introducing a movement for that word.

Three Corners (a variation of Four Corners)

- Take photographs of the objects and activities from the concept attainment activities, ensuring there is one photograph for each student. Students are asked to share their picture with a partner using the sentence frames, "Esto es para un/una [bebé, niña/o pequeña/o, niña/o grande]." Three corners in the room are labeled with photographs of a baby, toddler, and kindergartener. Students are asked to put their picture on a table in the corresponding corner. The teacher later glues these pictures onto charts (one representing each stage of a child's life) and in a subsequent lesson, labels each picture with its corresponding word as she reviews the TPR with students. These charts are used as word banks throughout the unit and can be expanded as new words/concepts are introduced.

Dramatic Play Area (Kindergarten Centers)

- The objects from the Concept Attainment activity are added to the dramatic play area, along with dolls (baby and toddler size) and any other available props (e.g., a crib, blankets, stroller, baby and doll clothes). This provides an opportunity for students to incorporate the objects, and the corresponding language, into their play.

Parallel Lines/Sharing

- Students bring photographs of themselves as babies, little girls/boys, and a recent picture (big girls/boys). Students sit in two lines facing each other and share pictures with each other using the sentence frames, "This is me when I was a [baby, little girl]" and "This is me now". One line shifts to the right so each student can share with 2 or 3 different partners.

Guess Who?

- Students pick a card with a picture of a baby, little girl or big girl and act out something that a child at that stage of life does (e.g., baby: cry, crawl; little girl: babble, walk; big girl: eat with a spoon, drink from a cup, run). Teacher says the word, and provides the TPR, then asks students "¿Quién [verb]?" and students respond by doing the movement and saying "Un/a [bebe, niña/o pequeña/o, niña/o grande] [verb]."

Parallel Lines/Game: Activities

- After students have engaged in dramatization with TPR, students stand in parallel lines and the teacher stands behind one line. The teacher does the motion and the students who can see her copy her movements. The students who cannot see her respond to their partner's movement by saying "Un/a [bebe, niña/o pequeña/o, niña/o grande] [verb]." Pictures of these verbs are later added to the words banks that correspond to each stage of child's life.

Where is...? [¿Dónde Esta...?]

- The teacher hides pictures of students behind cards in a pocket chart. The cards show pictures of key vocabulary for the unit. The teacher names a student that the class is looking for (Where is Daniel?). Students take turns guessing where the student is. All students chorally say "Where is Daniel", then students raise their hand and the teacher picks one student who says "He is behind the baby that is [verb]" or "He is behind the [object]". The teacher lifts the card and asks "Is it Daniel behind the baby that is [verb]?" and students chorally respond yes or no. The game continues until the target student is found. TPR is reinforced during the game.

Learning to Interview: Fishbowl

Two students engage in the process of an interview while other students watch. One student asks the questions and takes notes, the other student answers the questions. Use simple questions such as "What's your name?", "What's your favorite color?", "How old are you?". Use symbols to hold up for each step (question mark→when students asks question; mouth→when other student responds; paper/pencil→when student records answer) to support students' learning of new vocabulary (question, response, record). After students finish modeling, the teacher reviews the steps and makes an anchor chart. Teacher then guides the whole class (in partners) through the process, using the same questions as in the fishbowl and a handout for recording that has the questions and the symbols for each step.

Reading Comprehension

Strategies to introduce each read-aloud and build or review oracy before reading:

- Picture Walk
- Adapted Reader's Theater/Dramatization (may be before or after a reading of the story)

Strategies to support comprehension and ongoing oracy development:

- TPR/Dramatization (teacher uses TPR or dramatizes as she reads key words)
- Active listening with TPR (students use TPR when they hear key words)
- Scaffolded Partner Sharing (using visuals, such as copies of illustration from the book, and/or sentence frames as scaffolds)
- Graphic organizers to map information or story elements.

Make copies of pictures from the book that illustrate key information or events. Put students in partners and give each pair one illustration. Model for students how to talk to a partner about the illustration (including a sentence frame such as "This picture shows...", then ask students to talk with their partner about the illustration they have. Teacher draws a graphic organizer appropriate for the information/elements being mapped and poses a question to students (e.g., "What happened at the beginning

of this story?" or "What kinds of things can babies do?"). Students respond with information that is in the illustration they have and as they do, the teacher adds the illustration or draws a representation of it on the graphic organizer. For this unit, make graphic organizers for:

- Things that change as you grow (crawl→walk, eat baby food→grown up food, small→tall, play with baby toys→do puzzles, cry→talk, diapers→toilet, not sharing→taking turns etc.) *¿Cómo he crecido?*
- Story elements (characters, setting, events) *Mi abuela no es la de antes*
- Story sequence (beginning, middle, end) *Mi abuela no es la de antes*

Text: *¿Cómo he crecido?* Escrito por Mary Reid (personal narrative/realistic fiction)

- Content: **Describes** characteristics of child at different stages (mostly things she can do at each stage)
- Language Arts: **Identify/Describe** characters, use of temporal words to signal order of life stages/events (primero, luego, ahora)
- Language Development: Model of past and present tense verbs

Text: *¡Estoy creciendo!* Escrito por Alikí (narrative nonfiction)

- Content: **Describes** physical characteristics that change as child grows, including the fact that some things keep growing/changing (hair/nails) throughout life.

This text is used to add to the content of this unit and does not have a language arts or language development focus. It does present an opportunity for a math integration related to measurement (height and weight). Students can measure and weight themselves now and gather information from relatives about their height/length and weight when they were babies.

Text: *Cuando yo era pequeña: memorias de una niña de cuatro años.* Escrito por Jamie Lee Curtis (realistic fiction: memoir)

- Content: **Contrasts** things child can do and physical characteristics of babies vs. big girls.
- Language Arts: Use of temporal words to contrast (Cuando yo era...Ahora)
- Language Development: Model of past and present tense verbs and compare/contrast sentence structure

Text: *Antes y ahora.* Escrito por F. Isabel Campoy, Pam Schiller, y Carol Newsom (realistic fiction)

- Content: **Contrasts** things child can do then and now (then is described, while now is described and shown in the picture)
- Language Arts: Use of temporal words to contrast (Antes...Ahora)
- Language Development: Model of past and present tense verbs and compare/contrast sentence structure

Text: *Mi abuela no es la de antes.* Escrito por María José Orobitg i Della (realistic fiction)

- Content: **Contrasts/Describes** the life of a child and her grandmother before and after the grandmother becomes sick with what seems to be dementia; **describes** changes as people grow old.
- Language Arts: **Identify/Describe** characters, setting, and major events in a story, use of temporal words to contrast

(Antes...Ahora)

- Language Development: Model of past and present tense verbs

Writing

Modeled/Shared Writing

Group Writing (3 Experiences): All About Babies, All About Little Girls and Boys, All About Big Girls and Boys

For each of these group writing experiences, the teacher distributes pictures of children in the stage of life targeted. Students have an opportunity to talk with a partner about what the child is doing in the picture. When the teacher brings the group back together, she asks for volunteers to share what is in their picture with the whole group. Children are prompted to use sentence frames and/or TPR to describe their picture. Then the child brings the picture up to the chart and the teacher writes the child's description on the chart using predictable text (A baby can/knows how to/uses.../ A little girl/boy can/knows how to/uses.../ A big girl/boy can/knows how to/uses...). Includes modeling of the purpose and use of capitalization and punctuation in a sentence.

Modeled/Shared Writing

Group Writing: Narrative retelling of a read aloud

The teacher uses the graphic organizer used to support reading comprehension of *Mi abuela no es la de antes* to guide students in writing a shared narrative that retells the story.

Independent Writing

Writing about Reading: Journal

Students respond to prompts that ask them to identify specific elements of the books read aloud and describe them.

Potential Prompts

- What are some things that a [baby, little girl, big girl] can do? (*¿Cómo he crecido?* or *Antes y ahora*)
 - Sentence Frame: According to the story, a [baby, little girl, big girl]...
- Write about 1 thing that changes when you grow from being a baby to being a big boy.
(*¿Cómo he crecido?* or *¡Estoy creciendo!*)
 - Sentence Frame: According to the story, a [baby, little boy, big boy]...
- Who is/are the main character(s) in this story? What happens to him/her in the story?
(*¿Cómo he crecido?* or *¡Estoy creciendo!*)
- What did the grandmother and little girl do together when the little girl went to visit her in the summer?
(*Mi abuela no es la de antes*)
- How does the little girl help her grandmother in the story? (*Mi abuela no es la de antes*)

Independent Writing:

Class Book inspired by read aloud *Cuando yo era pequeña: memorias de una niña de cuatro anos*

Each student will draw and write two pages. Each student will pick one thing that is different now that they are big and illustrate

it then and now (e.g., wearing diapers vs. using a toilet; eating with hands vs. using a spoon), using the word banks and group writing charts about babies, little girls/boys and big girls/boys for reference if needed. Then he/she will write one sentence on each page using the sentence frames *Cuando yo era pequeña/o...* and *Ahora que soy grande...* The pages will be bound together into a class book titled *Antes, cuando éramos pequeños...Ahora que somos grandes...*

Word Study & Fluency

The Reading Foundational (RF) and Language (L) Standards that are selected for focus are those that best lend themselves for study in a contextualized way as part of the unit. When using this approach, it is helpful to map out a sequence that shows when (during which BUF) each RF and L standard is addressed in order to ensure that all RF and L standards are addressed over the course of the year.

Strategies

- Dictado
- Shared Reading of Predictable Group Writing/LEAs (All About... charts)

Foci of Mini-Lessons

- Strong/weak vowels
 - identify strong vowels (a, o, u) vs. weak vowels (i, e)
 - identify that a weak vowel must always be accompanied by a strong vowel and this creates a diphthong
- **Diphthongs** (ea, ue, ua)
 - identify the individual sounds that together form a diphthong
 - identify which vowel is the strong/weak one
- **Digraphs** (ch, ll, rr)
- Sentence Features
 - punctuation with interrogative/exclamatory sentences (¿...? / ¡...!)
 - first word capitalized
 - can use book titles as models (¿Cómo he crecido?, ¡Estoy Creciendo!)
- Accent
 - can change meaning of word (bebe vs. bebé, tu vs. tú)
- Open/closed syllables
 - Some syllables end with a vowel (open)
 - Some syllables end with a consonant (closed)

Summative assessments are administered at this point, which is considered the end of the unit.

Bridge

It is helpful to have word banks, group writing charts, and other artifacts created throughout the unit easily visible as a cue for students during the Bridge.

Bridge using language related to social science content

Format: Diagram (Time Line)

Metalinguistic Foci: Inflexion (adjectives indicate gender in Spanish, not in English)

Accent Mark (changes meaning of the word in Spanish, no accents in English)

Sounds: -ch- same sound in both languages/ -ll- different sound in each language)

Strategy: Students generate words that the teacher plots on a chronological timeline in response to questions such as:

What have we learned about how people grow and change? Are people the same size throughout their life? What do babies/little boys/big boys do? What things do they use?

Exemplar words: adjectives indicate gender: alto/a, pequeño/a

accent mark: bebé

sounds: -ch- : escuchar, chapotear, chaqueta, sándwich, coche, chupón, cucharita, mochila, change, sandwich

-ll- : llorar, cepillo de dientes, detalles, spill, tall, stroller

Bridge using language related to language arts content

Format: Side by Side

Metalinguistic Foci: Cognates

Word Order (adjective-noun in English vs. noun-adjective in Spanish)

Strategy: Students generate a list of words in response to the questions such as:

What have we learned about stories? What have we learned about the important things/parts in a story?

Exemplar words: cognates: eventos-events; autor-author; comparar-compare, secuencia-sequence, opinión-opinion, final-final

word order: el personaje principal-main character

Extension

This extension applies the social studies content (how people grow and change) to a new person (a hero) so students can explore similar, but not exactly the same content, by applying the language arts skills they learned during the unit (identifying characters, setting, main events and writing a narrative that includes sequenced events using temporal words). The extension also provides the context to address literacy skills that are unique to English (in this unit, Reading Foundational standard 1.3c: know final –e for representing long vowel sounds).

Listening & Reading

Students choose a hero and research his/her life from childhood to adulthood. Once the teacher knows what heroes students are researching, he can plan read alouds about those heroes that can serve as a source of information for students, as well as an opportunity for students to practice identifying characters, setting, and main events in a narrative nonfiction.

Reading & Writing

Students take notes as they do research and then create a biography about the hero, including at least one fact from when the hero was a baby, a young child, a teen, and an adult. The biography may be presented in the form of a book or an informational poster (writing).

Speaking & Listening

Students host a *Museum of Heroes* event in the classroom and invite older students and adults in the school to come and learn about the life of different heroes. The teacher can send out questions that attendees can ask students to encourage verbal exchange. Students can also prepare questions for attendees (e.g., is anything about your life similar to the hero's life?).

Note:

The language of heavy lifting of this BUF is Spanish. When planning a BUF, it is ideal to write it in the language of heavy lifting because it helps teachers develop the academic language needed for the unit during the planning phase. There will be two versions of this BUF. This is the English/monolingual version. In this version, many of the sections that would otherwise be written in Spanish have been written in English to make it accessible to monolingual readers. A Spanish/English bilingual version of this BUF will be available soon.